Regular Board Meeting
Monday, August 11, 2025 6:00 PM Central

Central High School
531 Morse Street
Norwood Young America, MN 55368

A. PROCEDURAL ITEMS:
  A.1. Call to order
  A.2. Roll Call
  A.3. Pledge of Allegiance
  A.4. Approval of Agenda
  A.5. Consent Agenda
    Move to approve Consent agenda as presented. This motion, made by Shelby Erickson and seconded by Sara Eischens, Carried.
    Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 7, Nay: 0
  A.6. Acceptance of Gifts
    Move to approve gifts. This motion, made by Josh Kroells and seconded by Emily Perlbachs, Carried.
    Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 7, Nay: 0
B. PUBLIC FORUM
C. INFORMATIONAL ITEMS: MONTHLY REPORTS
  C.1. Student Council
  C.2. Student Representative
  C.3. Superintendent
  C.4. Board
D. DISCUSSION ITEMS
  D.1. First Reading of Policy Changes: 413 Harassment and Violence
    414 Mandated Reporting of Child Neglect
    416 Drug, Alcohol, and Cannabis Testing
    418 Drug-Free Workplace/Drug-Free School
    425 Staff Development and Mentoring
    501 School Weapons Policy
    503 Student Attendance
    512 School-Sponsored Student Publications and Activities
    514 Bullying Prohibition Policy
    515 Protection and Privacy of Pupil Records
    516 Student Medication and Telehealth
    516.5 Overdose Medication
    519 Interviews of Students by Outside Agencies
    522 Title IX Sex Nondiscrimination Policy
    524 Internet, Technology, and Cell Phone Acceptable Use
    524.5 Personal Electronic Communication Devices

534 School Meals Policy
602 Organization of School Calendar and School Day
606 Textbooks and Instructional Materials
606.5 Library Materials
613 Graduation Requirements
614 School District Testing Plan and Procedure
615 Testing Accommodations
617 School District Ensurance (recission recommended)
620 Credit for Learning
621 Literacy and the Read Act
624 Online Instruction
701 Establishment and Adoption of School District Budget
704 Development and Maintenance of an Inventory of Fixed Assets
707 Transportation of Public School Students
709 Student Transportation Safety Policy
721 Uniform Grant Guidance Policy
802 Disposition of Obsolete Equipment and Material
806 Crisis Management Policy
906 Community Notification of Predatory Offenders

E. OPERATIONAL ITEMS

E.1. Consideration of the Superintendent Evaluation

E.2. Consideration of Principal MOU for Pre-K

Approved. This motion, made by Sara Eischens and seconded by Troy Krueger, Carried.

Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea

Yea: 7, Nay: 0

F. NEXT BOARD MEETING IS SEPTEMBER 29, 2025

G. ADJOURNMENT

Approved. This motion, made by Sara Eischens and seconded by Anthony Bentz, Carried.

Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea

Yea: 7, Nay: 0

July 5-2025 PAYROLL

GROSS PAY	$291,193.68
FEDERAL TAX	(22,706.51)
MN STATE TAX	(10,599.46)
OASDI	(17,056.24)
MEDICARE	(3,988.98)
PERA	(1,689.90)
TRA	(19,744.27)
ANNUITIES	(4,715.80)
FLEX	(16,093.24)
VOLUNTARIES	(31.20)
NET PAYROLL	$194,568.08

July 20-2025 PAYROLL

GROSS PAY	$279,225.41
FEDERAL TAX	(19,707.60)
MN STATE TAX	(9,690.27)
OASDI	(16,314.17)
MEDICARE	(3,815.38)
PERA	(1,718.40)
TRA	(19,103.19)
ANNUITIES	(4,757.46)
FLEX	(16,093.24)
VOLUNTARIES	(50.24)
NET PAYROLL	$187,975.46

Norwood-Young America School

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	P51226	60047		Wire	1	00061		CITY OF NORWOOD YOUNG AMERICA		No	Yes	No	06/26/2025	2,347.37
GEN1	P51226	60048		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	06/26/2025	3,514.75
GEN1	P51226	60049		Wire	1	09609		XCEL ENERGY		No	No	No	06/26/2025	22,861.88
GEN1	P51226	60050		Wire	1	2728		BREMER BANK, NA28		No	Yes	No	06/26/2025	123.00
GEN1	P51226	60051		Wire	1	7133		METRONET		No	No	No	06/26/2025	69.95
GEN1	P51226	60052		Direct Pymt	1	09658		J W PEPPER & SON INC		Yes	Yes	No	06/26/2025	170.70
GEN1	P51226	60053		Direct Pymt	1	1657		RATWIK, ROSZAK & MALONEY, P.A.		Yes	Yes	No	06/26/2025	2,307.50
GEN1	P51226	60054		Direct Pymt	1	6620		IDEAL ENERGIES SOLAR LEASING 2021 I		Yes	Yes	No	06/26/2025	450.75
GEN1	P51226	60055		Direct Pymt	1	6722		HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	Yes	No	06/26/2025	38,991.61
GEN1	P51226	60056		Direct Pymt	1	6973		BIFFS, INC.		Yes	Yes	No	06/26/2025	904.00
GEN1	P51226	60085		Wire	1	2468	R2	MASTERCARD - HARRIS BANK		No	No	No	06/30/2025	1,025.43
GEN1	P51226	60086		Wire	1	4091		MASTERCARD - HARRIS BANK		No	No	No	06/30/2025	6,662.23
GEN1	p60131	60087		Wire	1	04034		PERA		No	No	No	07/03/2025	3,639.80
GEN1	p60131	60088		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	07/03/2025	43,891.87
GEN1	p60131	60089		Wire	1	05255		DEPTARTMENT OF THE TREASURY		No	No	No	07/03/2025	64,796.95
GEN1	p60131	60090		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	07/03/2025	10,599.46
GEN1	p60131	60091		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	No	No	07/03/2025	7,604.20
GEN1	p60131	60092		Wire	1	6821		WEX Health Inc.		No	No	No	07/03/2025	187,677.63
GEN1	P60126	60133		Direct Pymt	1	01070		SCHOOL NURSE SUPPLY INC		Yes	No	No	07/10/2025	1,683.16
GEN1	P60126	60134		Direct Pymt	1	3185		MARCO TECHNOLOGIES, LLC		Yes	No	No	07/10/2025	429.00
GEN1	P60126	60135		Direct Pymt	1	3468		PETERSON, LYNN		Yes	No	No	07/10/2025	92.40
GEN1	P60126	60136		Direct Pymt	1	4292		CRISIS PREVENTION INSTITUTE, INC.		Yes	No	No	07/10/2025	200.00
GEN1	P60126	60137		Direct Pymt	1	4889		FRONTLINE TECHNOLOGIES GROUP LL(		Yes	No	No	07/10/2025	9,869.88
GEN1	P60126	60138		Direct Pymt	1	5287		SOUTHWEST METRO INTERMEDIATE DIS		Yes	No	No	07/10/2025	44,799.60
GEN1	P60126	60139		Direct Pymt	1	5942		APPTEGY		Yes	No	No	07/10/2025	9,555.00
GEN1	P60126	60140		Direct Pymt	1	6412		AVIBEN		Yes	No	No	07/10/2025	141.72
GEN1	P60126	60141		Direct Pymt	1	7250		PMA SECURITIES LLC		Yes	No	No	07/10/2025	1,000.00
GEN1	P60126	60142		Direct Pymt	1	7404		ARROWHEAD REGIONAL COMPUTING C(		Yes	No	No	07/10/2025	9,091.50
GEN1	P60126	60143		Direct Pymt	1	7431		ARBITERSPORTS, LLC		Yes	No	No	07/10/2025	1,298.73
GEN1	p60132	60144		Wire	1	04034		PERA		No	No	No	07/18/2025	3,701.17
GEN1	p60132	60145		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	07/18/2025	42,528.58
GEN1	p60132	60146		Wire	1	05255		DEPTARTMENT OF THE TREASURY		No	No	No	07/18/2025	59,966.70
GEN1	p60132	60147		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	07/18/2025	9,690.27
GEN1	p60132	60148		Wire	1	1439		DELTA DENTAL PLAN OF MN		No	No	No	07/18/2025	6,359.27
GEN1	p60132	60149		Wire	1	2260		AFLAC		No	No	No	07/18/2025	100.29
GEN1	p60132	60150		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	No	No	07/18/2025	7,687.52
GEN1	p60132	60151		Wire	1	5699		MN PUBLIC EMPLOYEES INSURANCE PF		No	No	No	07/18/2025	74,984.16
GEN1	p60132	60152		Wire	1	6821		WEX Health Inc.		No	No	No	07/18/2025	4,656.51
GEN1	p60132	60157		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	07/18/2025	178.86
GEN1	p60132	60158		Wire	1	05255		DEPTARTMENT OF THE TREASURY		No	No	No	07/18/2025	222.58
GEN1	p60132	60159		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	07/18/2025	39.29
GEN1	P60126	60167		Wire	1	00061		CITY OF NORWOOD YOUNG AMERICA		No	No	No	07/31/2025	1,684.68
GEN1	P60126	60168		Wire	1	00830		MN UC FUND		No	No	No	07/31/2025	10,199.64
GEN1	P60126	60169		Wire	1	00893		EHLERS & ASSOCIATES, INC.		No	No	No	07/31/2025	40,459.38
GEN1	P60126	60170		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	07/31/2025	2,587.60
GEN1	P60126	60171		Wire	1	09609		XCEL ENERGY		No	No	No	07/31/2025	25,601.50
GEN1	P60126	60172		Wire	1	2082		US BANK		No	No	No	07/31/2025	734,306.25
GEN1	P60126	60173		Wire	1	2082		US BANK		No	No	No	07/31/2025	4,977.00
GEN1	P60126	60174		Wire	1	2728		BREMER BANK, NA28		No	No	No	07/31/2025	147.00
GEN1	P60126	60175		Wire	1	2728		BREMER BANK, NA28		No	No	No	07/31/2025	61.40
GEN1	P60126	60176		Wire	1	4873		EMC INSURANCE COMPANIES		No	No	No	07/31/2025	17,517.07
GEN1	P60126	60177		Wire	1	5002		WASTE MANAGEMENT OF WI-MN		No	No	No	07/31/2025	106.65
GEN1	P60126	60178		Wire	1	5002		WASTE MANAGEMENT OF WI-MN		No	No	No	07/31/2025	3,523.39
GEN1	P60126	60179		Wire	1	6605		ELEYO		No	No	No	07/31/2025	2,396.41
GEN1	P60126	60180		Wire	1	6821		WEX Health Inc.		No	No	No	07/31/2025	245.25
GEN1	P60126	60181		Wire	1	7133		METRONET		No	No	No	07/31/2025	771.04
GEN1	P60126	60182		Direct Pymt	1	1657		RATWIK, ROSZAK & MALONEY, P.A.		Yes	No	No	07/31/2025	165.00
GEN1	P60126	60183		Direct Pymt	1	3535		FOUR POINT 0 SCHOOL SERVICES		Yes	No	No	07/31/2025	9,756.22
GEN1	P60126	60184		Direct Pymt	1	3774	R1	NCS PEARSON		Yes	No	No	07/31/2025	1,202.15
GEN1	P60126	60185		Direct Pymt	1	6620		IDEAL ENERGIES SOLAR LEASING 2021 I		Yes	No	No	07/31/2025	466.44
GEN1	P60126	60186		Direct Pymt	1	6722		HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	No	No	07/31/2025	3,200.78
GEN1	P60126	60187		Direct Pymt	1	6728		BLUUM OF MINNESOTA, LLC		Yes	No	No	07/31/2025	65,739.92
GEN1	P60126	60188		Direct Pymt	1	6768		NATIONAL INSURANCE SERVICES OF WI		Yes	No	No	07/31/2025	1,250.00
GEN1	P60126	60189		Direct Pymt	1	6865		MIDAMERICA ADMINISTRATIVE & RETIRE		Yes	No	No	07/31/2025	126.00
GEN1	P60126	60190		Direct Pymt	1	6939		AMPLIFY		Yes	No	No	07/31/2025	8,451.10
GEN1	P60126	60191		Direct Pymt	1	6940		EXPLORELEARNING RELEX		Yes	No	No	07/31/2025	2,965.50
GEN1	P60126	60192		Direct Pymt	1	6973		BIFFS, INC.		Yes	No	No	07/31/2025	655.71
GEN1	P60126	60193		Direct Pymt	1	7007		FREEDOM SECURITY AND SURVEILLANC		Yes	No	No	07/31/2025	1,408.58
GEN1	P60126	60194		Direct Pymt	1	7208		SMARTPASS INC.		Yes	No	No	07/31/2025	6,403.20
GEN1	P60126	60195		Direct Pymt	1	7431		ARBITERSPORTS, LLC		Yes	No	No	07/31/2025	31.38
GEN1	P51226	59948	45011	Check	1	00223		REGION 5A - MSHSL		Yes	No	Yes	06/26/2025	(1,100.00)

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	P51226	60070	45037	Check	1	6066		ALL STAR TROPHY & AWARDS, INC.		Yes	No	No	06/26/2025	713.00
GEN1	P51226	60078	45038	Check	1	6975		AMTRUST NORTH AMERICA		Yes	No	No	06/26/2025	24,251.00
GEN1	P51226	60066	45039	Check	1	3626		BATTERIES PLUS BULBS		Yes	No	No	06/26/2025	187.55
GEN1	P51226	60068	45040	Check	1	4946		BSN SPORTS LLC		Yes	Yes	No	06/26/2025	2,746.13
GEN1	P51226	60081	45041	Check	1	7343		BUTLER, BETHANY		Yes	No	No	06/26/2025	618.00
GEN1	P51226	60057	45042	Check	1	00061		CITY OF NORWOOD YOUNG AMERICA		Yes	No	No	06/26/2025	107.00
GEN1	P51226	60076	45043	Check	1	6955		DAIRY QUEEN - NYA		Yes	No	No	06/26/2025	805.82
GEN1	P51226	60064	45044	Check	1	2721		DASHIR MANAGEMENT SERVICES INC		Yes	No	No	06/26/2025	24,708.82
GEN1	P51226	60074	45045	Check	1	6791		DIVERSIFIED PLUMBING & HEATING		Yes	No	No	06/26/2025	619.50
GEN1	P51226	60065	45046	Check	1	3621	1099A	FLATNESS, KEITH		Yes	No	No	06/26/2025	2,201.89
GEN1	P51226	60071	45047	Check	1	6095		HEUER, JENNIFER		Yes	No	No	06/26/2025	560.00
GEN1	P51226	60062	45048	Check	1	1442		IMPERIAL DADE		Yes	No	No	06/26/2025	46.25
GEN1	P51226	60060	45049	Check	1	01040		ISD #465 - LITCHFIELD PUBLIC SCHOOLS		Yes	No	No	06/26/2025	150.00
GEN1	P51226	60077	45050	Check	1	6957		LONG LAKE CONSERVATION CENTER		Yes	No	No	06/26/2025	5,726.00
GEN1	P51226	60082	45051	Check	1	7427		OFFICE OF MNIT SERVICES		Yes	No	No	06/26/2025	2,406.14
GEN1	P51226	60075	45052	Check	1	6807		PETERSON COMPANIES, INC.		Yes	No	No	06/26/2025	11,400.08
GEN1	P51226	60067	45053	Check	1	3734		PYSICK, BETSY		Yes	No	No	06/26/2025	336.00
GEN1	P51226	60058	45054	Check	1	00223		REGION 5A - MSHSL		Yes	No	No	06/26/2025	195.00
GEN1	P51226	60069	45055	Check	1	5927		SCHOCHENMAIER, TIM		Yes	Yes	No	06/26/2025	269.04
GEN1	P51226	60080	45056	Check	1	7078		SCHURMANN, SARAH		Yes	No	No	06/26/2025	444.50
GEN1	P51226	60059	45057	Check	1	00374		SMITH OIL CO.		Yes	No	No	06/26/2025	138.14
GEN1	P51226	60063	45058	Check	1	2656		STEP SAVER INC.		Yes	No	No	06/26/2025	350.54
GEN1	P51226	60072	45059	Check	1	6707		SUNDE LAND SURVEYING, LLC		Yes	No	No	06/26/2025	6,600.00
GEN1	P51226	60083	45060	Check	1	7428		TECH ACADEMY		Yes	No	No	06/26/2025	600.00
GEN1	P51226	60073	45061	Check	1	6778		THIRD PARTY INTEGRITY, INC.		Yes	No	No	06/26/2025	1,550.00
GEN1	P51226	60079	45062	Check	1	7008		TWENTY4SEVEN FIRE & SECURITY COR		Yes	No	No	06/26/2025	1,202.50
GEN1	P51226	60061	45063	Check	1	1157		UHL COMPANY		Yes	No	No	06/26/2025	1,314.00
GEN1	P51226	60084	45064	Check	1	7429		RUUD, PAUL		Yes	No	No	06/26/2025	75.00
GEN1	P60126	60130	45065	Check	1	7434		BARTZ ENTERPRISES		Yes	No	No	07/10/2025	400.00
GEN1	P60126	60132	45066	Check	1	7436		LITZAU, WILLIAM		Yes	No	No	07/10/2025	600.00
GEN1	P60126	60115	45067	Check	1	4946		BSN SPORTS LLC		Yes	No	No	07/10/2025	13,930.59
GEN1	P60126	60093	45068	Check	1	00048		CARQUEST AUTO PARTS		Yes	No	No	07/10/2025	67.78
GEN1	P60126	60102	45069	Check	1	1118		CENTRAL BOOSTER CLUB		Yes	No	No	07/10/2025	396.00
GEN1	P60126	60109	45070	Check	1	3213		CENTURYLINK		Yes	No	No	07/10/2025	139.05
GEN1	P60126	60125	45071	Check	1	7150		CESO COMMUNICATIONS, LLC		Yes	No	No	07/10/2025	2,860.00
GEN1	P60126	60106	45072	Check	1	2382		CITY OF COLOGNE		Yes	No	No	07/10/2025	62.60
GEN1	P60126	60126	45073	Check	1	7221		CLARK MACHTEMES		Yes	No	No	07/10/2025	650.00
GEN1	P60126	60112	45074	Check	1	4484		CZECH AREA CONCERTINA CLUB		Yes	No	No	07/10/2025	400.00
GEN1	P60126	60108	45075	Check	1	2721		DASHIR MANAGEMENT SERVICES INC		Yes	No	No	07/10/2025	49,282.52
GEN1	P60126	60098	45076	Check	1	00666		ECOLAB PEST ELIMINATION DIVISION		Yes	No	No	07/10/2025	145.92
GEN1	P60126	60116	45077	Check	1	5964		ENVIRONMENTAL TESTING & INSPECTIO		Yes	No	No	07/10/2025	3,131.67
GEN1	P60126	60094	45078	Check	1	00112		ERPENBACH, RON		Yes	No	No	07/10/2025	328.93
GEN1	P60126	60114	45079	Check	1	4787		EVENSKI, KYLE		Yes	No	No	07/10/2025	200.00
GEN1	P60126	60118	45080	Check	1	6437		FP MAILING SOLUTIONS		Yes	No	No	07/10/2025	165.00
GEN1	P60126	60096	45081	Check	1	00182		HOME SOLUTIONS UNLIMITED		Yes	No	No	07/10/2025	675.77
GEN1	P60126	60103	45082	Check	1	1442		IMPERIAL DADE		Yes	No	No	07/10/2025	412.11
GEN1	P60126	60123	45083	Check	1	6840		INCUBATE TO INNOVATE, LLC		Yes	No	No	07/10/2025	2,000.00
GEN1	P60126	60121	45084	Check	1	6774		LARSON, RICHARD		Yes	No	No	07/10/2025	612.56
GEN1	P60126	60120	45085	Check	1	6545		MARCO TECHNOLOGIES LLC		Yes	No	No	07/10/2025	3,523.18
GEN1	P60126	60104	45086	Check	1	1606		MAYER LUMBER CO, INC		Yes	No	No	07/10/2025	60.99
GEN1	P60126	60111	45087	Check	1	4316		MCDOWELL AGENCY, INC.		Yes	No	No	07/10/2025	35.20
GEN1	P60126	60110	45088	Check	1	3703		MILLER, DIANE		Yes	No	No	07/10/2025	3,099.52
GEN1	P60126	60128	45089	Check	1	7432		MN ASSOC OF STUDENT LEADERS		Yes	No	No	07/10/2025	170.00
GEN1	P60126	60101	45090	Check	1	09326		MN ELEM. SCHOOL PRIN. ASSOC.		Yes	No	No	07/10/2025	962.00
GEN1	P60126	60097	45091	Check	1	00276		MN SCHOOL BOARD ASSOCIATION		Yes	No	No	07/10/2025	8,337.00
GEN1	P60126	60122	45092	Check	1	6789		NASSP		Yes	No	No	07/10/2025	385.00
GEN1	P60126	60095	45093	Check	1	00122		REGION V COMPUTER SERVICES		Yes	No	No	07/10/2025	4,292.00
GEN1	P60126	60100	45094	Check	1	05604		RIDGEVIEW MEDICAL CENTER		Yes	No	No	07/10/2025	7,084.01
GEN1	P60126	60127	45095	Check	1	7430		SAFF		Yes	No	No	07/10/2025	2,340.00
GEN1	P60126	60113	45096	Check	1	4523		SCHRUPP, JACOB		Yes	No	No	07/10/2025	163.36
GEN1	P60126	60131	45097	Check	1	7435		SOLBERG'S TREE SERVICE		Yes	No	No	07/10/2025	1,690.00
GEN1	P60126	60099	45098	Check	1	00673		SOUTH CENTRAL SERVICE COOP		Yes	No	No	07/10/2025	1,074.40
GEN1	P60126	60119	45099	Check	1	6525		SPECIAL SCHOOL DISTRICT #1		Yes	No	No	07/10/2025	101.20
GEN1	P60126	60117	45100	Check	1	6035		SPED FORMS		Yes	No	No	07/10/2025	6,012.74
GEN1	P60126	60107	45101	Check	1	2690		THIEL, CHUCK		Yes	No	No	07/10/2025	675.00
GEN1	P60126	60105	45102	Check	1	2082		US BANK		Yes	No	No	07/10/2025	2,000.00
GEN1	P60126	60129	45103	Check	1	7433		USI CONSULTING GROUP		Yes	No	No	07/10/2025	1,700.00
GEN1	P60126	60124	45104	Check	1	7009		WACTOWN PROPERTIES		Yes	No	No	07/10/2025	3,978.78
GEN1	p60132	60154	45105	Check	1	01140		MADISON NAT'L LIFE INS CO INC.		Yes	No	No	07/18/2025	1,220.78
GEN1	p60132	60155	45106	Check	1	06032		MINNESOTA SCHOOL EMP ASSOC		Yes	No	No	07/18/2025	19.04
GEN1	p60132	60156	45107	Check	1	3796		NATIONAL INSURANCE SERVICES OF WI		Yes	No	No	07/18/2025	343.46

Norwood-Young America School
Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	p60132	60153	45108	Check	1	00808		NCPERS Group Life Ins.		Yes	No	No	07/18/2025	16.00
GEN1	P60126	60212	45110	Check	1	4946		BSN SPORTS LLC		Yes	No	No	07/31/2025	1,038.17
GEN1	P60126	60208	45111	Check	1	3950		CENGAGE LEARNING		Yes	No	No	07/31/2025	5,409.80
GEN1	P60126	60209	45112	Check	1	4459		CENTRAL GIRLS BASKETBALL BOOSTEF		Yes	No	No	07/31/2025	2,968.00
GEN1	P60126	60206	45113	Check	1	3213		CENTURYLINK		Yes	No	No	07/31/2025	138.89
GEN1	P60126	60230	45114	Check	1	7402		CHARACTERSTRONG		Yes	No	No	07/31/2025	1,999.00
GEN1	P60126	60228	45115	Check	1	7268		COUNTRYSIDE CUSTOM APPAREL		Yes	No	No	07/31/2025	1,080.66
GEN1	P60126	60211	45116	Check	1	4732		DAIKIN APPLIED		Yes	No	No	07/31/2025	384.77
GEN1	P60126	60205	45117	Check	1	2721		DASHIR MANAGEMENT SERVICES INC		Yes	No	No	07/31/2025	24,660.53
GEN1	P60126	60223	45118	Check	1	6928		DAVIS MECHANICAL SYSTEMS, INC.		Yes	No	No	07/31/2025	985.93
GEN1	P60126	60222	45119	Check	1	6791		DIVERSIFIED PLUMBING & HEATING		Yes	No	No	07/31/2025	605.00
GEN1	P60126	60210	45120	Check	1	4717		ECM PUBLISHERS, INC.		Yes	No	No	07/31/2025	802.00
GEN1	P60126	60198	45121	Check	1	00666		ECOLAB PEST ELIMINATION DIVISION		Yes	No	No	07/31/2025	581.70
GEN1	P60126	60214	45122	Check	1	5971		EDUCATION TRAINING AND RESEARCH A		Yes	No	No	07/31/2025	4,204.71
GEN1	P60126	60220	45123	Check	1	6775		HALLQUIST, PAUL		Yes	No	No	07/31/2025	248.98
GEN1	P60126	60232	45124	Check	1	7414		HOT LAWNS LLC		Yes	No	No	07/31/2025	1,350.00
GEN1	P60126	60203	45125	Check	1	1442		IMPERIAL DADE		Yes	No	No	07/31/2025	1,196.83
GEN1	P60126	60197	45126	Check	1	00505		LANO EQUIPMENT		Yes	No	No	07/31/2025	187.31
GEN1	P60126	60213	45127	Check	1	5404		LEARNING WITHOUT TEARS		Yes	No	No	07/31/2025	490.05
GEN1	P60126	60229	45128	Check	1	7385		LITTLE BLIND SPOT		Yes	No	No	07/31/2025	657.00
GEN1	P60126	60225	45129	Check	1	7167		MNIAAA		Yes	No	No	07/31/2025	160.00
GEN1	P60126	60226	45130	Check	1	7234		NIEMCZYK, KARINA		Yes	No	No	07/31/2025	148.76
GEN1	P60126	60227	45131	Check	1	7263		NYSTROM PUBLISHING COMPANY INC.		Yes	No	No	07/31/2025	5,748.04
GEN1	P60126	60231	45132	Check	1	7413		PERFORMANCE OFFICE PAPERS, INC.		Yes	No	No	07/31/2025	10,048.00
GEN1	P60126	60234	45133	Check	1	7439		PRO IRRIGATION		Yes	No	No	07/31/2025	3,902.72
GEN1	P60126	60202	45134	Check	1	05638		RIDDELL ALL AMERICAN SPORTS CORP.		Yes	No	No	07/31/2025	2,128.95
GEN1	P60126	60215	45135	Check	1	6037	R1	ROBERT W. BAIRD & CO. INC.		Yes	No	No	07/31/2025	2,575.00
GEN1	P60126	60196	45136	Check	1	00374		SMITH OIL CO.		Yes	No	No	07/31/2025	246.29
GEN1	P60126	60199	45137	Check	1	00673		SOUTH CENTRAL SERVICE COOP		Yes	No	No	07/31/2025	8,400.00
GEN1	P60126	60233	45138	Check	1	7438		ST. CLOUD REFRIGERATION INC.		Yes	No	No	07/31/2025	415.50
GEN1	P60126	60219	45139	Check	1	6636		TCI		Yes	No	No	07/31/2025	2,444.40
GEN1	P60126	60204	45140	Check	1	2661		THREE RIVERS PARK DISTRICT		Yes	No	No	07/31/2025	360.00
GEN1	P60126	60207	45141	Check	1	3628		TISCHENDORF, MICHAEL		Yes	No	No	07/31/2025	250.00
GEN1	P60126	60201	45142	Check	1	05590		TK ELEVATOR CORPORATION		Yes	No	No	07/31/2025	1,808.68
GEN1	P60126	60216	45143	Check	1	6252		T-MOBILE		Yes	No	No	07/31/2025	208.74
GEN1	P60126	60217	45144	Check	1	6252		T-MOBILE		Yes	No	No	07/31/2025	100.00
GEN1	P60126	60224	45145	Check	1	7008		TWENTY4SEVEN FIRE & SECURITY COR		Yes	No	No	07/31/2025	1,740.00
GEN1	P60126	60221	45146	Check	1	6783		UNITED STATES TREASURY		Yes	No	No	07/31/2025	325.22
GEN1	P60126	60218	45147	Check	1	6590		WILSON LANGUAGE TRAINING CORP		Yes	No	No	07/31/2025	7,846.60
GEN1	P60126	60200	45148	Check	1	01105		WOODBURN PRESS		Yes	No	No	07/31/2025	712.61

Bank Total: $1,945,846.41

Report Total: $1,945,846.41

Regular Board Meeting
Monday, June 30, 2025 6:00 PM Central

Central High School
531 Morse Street
Norwood Young America, MN 55368

A. PROCEDURAL ITEMS:
  A.1. Call to order
  A.2. Roll Call
  A.3. Pledge of Allegiance
  A.4. Approval of Agenda
    Move to approve the agenda as presented/amended:. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
  A.5. Consent Agenda
    Move to approve Consent agenda as presented. This motion, made by Sara Eischens and seconded by Troy Krueger, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
  A.6. Acceptance of Gifts
    Move to approve gifts. This motion, made by Emily Perlbachs and seconded by Shelby Erickson, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
B. PUBLIC FORUM
C. INFORMATIONAL ITEMS: MONTHLY REPORTS
  C.1. Student Council
  C.2. Student Representative
  C.3. Superintendent
  C.4. Board
D. DISCUSSION ITEMS
  D.1. Superintendent Evaluation Process
  D.2. 2024-25 Parent Survey Results
E. OPERATIONAL ITEMS
  E.1. Consideration of Handbook Changes
    Approved. This motion, made by Shelby Erickson and seconded by Troy Krueger, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
    Approve. This motion, made by Shelby Erickson and seconded by Troy Krueger, Carried.

Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 7, Nay: 0

E.2. Consideration of the Student Data Specialist Contract
Approved. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0
Approve. This motion, made by Josh Kroells and seconded by Sara Eischens, Carried.
Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 7, Nay: 0

E.3. Consideration of the FY26 Budget
Approved. This motion, made by Shelby Erickson and seconded by Emily Perlbachs, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

E.4. Consideration of Fees, Wages, Rates and Organizational Items for 2025-26
Approved. This motion, made by Emily Perlbachs and seconded by Josh Kroells, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0
Approve with discussed changes. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.
Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 7, Nay: 0

E.5. Consideration of Census for FY26
Approved. This motion, made by Sara Eischens and seconded by Shelby Erickson, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

E.6. Resolution to Consider SW Metro LTFM and Safe Schools Levy
Approved. This motion, made by Emily Perlbachs and seconded by Spencer Kelly, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0
Approve. This motion, made by Emily Perlbachs and seconded by Spencer Kelly, Carried.
Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly:

Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 7, Nay: 0

E.7. Consideration of the Technology Director's Contract

Approved. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

E.8. Consideration of FY27 (Pay FY26) LTFM Plan

Approved. This motion, made by Josh Kroells and seconded by Troy Krueger, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

Approve. This motion, made by Anthony Bentz and seconded by Sara Eischens, Carried.
Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 7, Nay: 0

F. NEXT BOARD MEETING is August 11, 2025.

G. Closed Board Session for Negotiations Strategy

H. ADJOURNMENT

Approve. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.
Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 7, Nay: 0

Regular Board Meeting
Monday, May 19, 2025 6:00 PM Central

Central High School
531 Morse Street
Norwood Young America, MN 55368

A. PROCEDURAL ITEMS:
  A.1. Call to order
  A.2. Roll Call
  A.3. Pledge of Allegiance
  A.4. Approval of Agenda
    Move to approve the agenda as presented/amended:. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
  A.5. Consent Agenda
    Move to approve Consent agenda as presented. This motion, made by Sara Eischens and seconded by Shelby Erickson, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
  A.6. Acceptance of Gifts
    Move to approve gifts. This motion, made by Shelby Erickson and seconded by Sara Eischens, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
B. PUBLIC FORUM
C. INFORMATIONAL ITEMS: MONTHLY REPORTS
  C.1. Student Council
  C.2. Student Representative
  C.3. Superintendent
  C.4. Board
D. DISCUSSION ITEMS
  D.1. FY26 Preliminary Budget
    The Finance Coordinator will provide an overview of the FY26 preliminary budget. This budget is not complete because the MN Legislator has not passed a budget at the time of the board meeting.
  D.2. School, Program, and Curriculum Year-End Updates
  D.3. Board Committee Changes
E. OPERATIONAL ITEMS
  E.1. Consideration of the 2025-26 IOwA Resolution
    approved. This motion, made by Sara Eischens and seconded by Shelby Erickson, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells:

Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

E.2. 2025-26 MSHSL Membership Resolution
approved. This motion, made by Emily Perlbachs and seconded by Troy Krueger, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

F. NEXT BOARD MEETING June 23, 2025 at 6pm at the high school.

G. ADJOURNMENT
adjourned. This motion, made by Emily Perlbachs and seconded by Troy Krueger, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

Regular Board Meeting
Monday, April 28, 2025 6:00 PM Central

Central High School
531 Morse Street
Norwood Young America, MN 55368

A. PROCEDURAL ITEMS:
  A.1. Call to order
  A.2. Roll Call
  A.3. Pledge of Allegiance
  A.4. Approval of Agenda
    Move to approve the agenda as presented/amended:. This motion, made by Josh Kroells and seconded by Shelby Erickson, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
  A.5. Consent Agenda
    Move to approve Consent agenda as presented. This motion, made by Shelby Erickson and seconded by Josh Kroells, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
  A.6. Acceptance of Gifts
    Move to approve gifts. This motion, made by Josh Kroells and seconded by Spencer Kelly, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
B. PUBLIC FORUM
C. INFORMATIONAL ITEMS: MONTHLY REPORTS
  C.1. Student Council
  C.2. Student Representative
  C.3. Superintendent
  C.4. Board
D. DISCUSSION ITEMS
  D.1. Raider Baseball Association
  D.2. 2024-25 End-of-Year Parent Survey
  D.3. 2025 Legislative Updates
E. OPERATIONAL ITEMS
  E.1. Elementary Ball Field Upgrades and MOU
    Approve MOU with changes discussed in debate (signage and concessions). This motion, made by Shelby Erickson and seconded by Troy Krueger, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
F. NEXT BOARD MEETING is May 19, 2025 (3rd Monday because of Memorial Day)

G. ADJOURNMENT

Adjourn the meeting. This motion, made by Spencer Kelly and seconded by Josh Kroells, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea

Yea: 6, Nay: 0

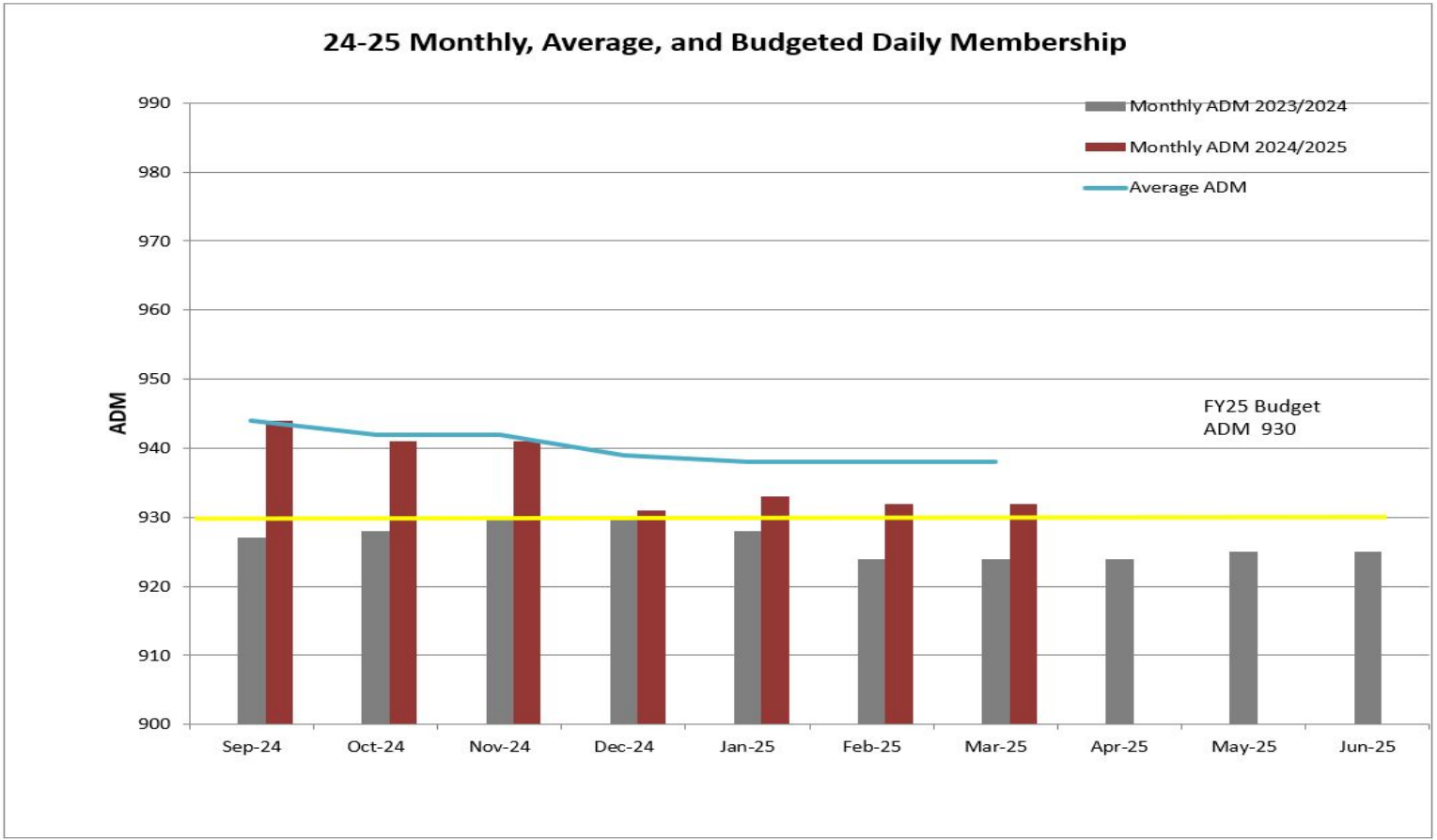
Finance Committee Report

April 28, 2025

Purpose

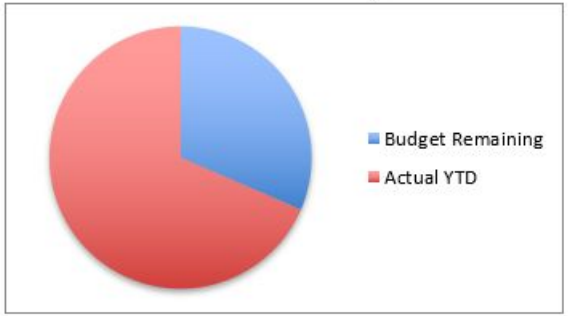
- Provide an overview of the previous months revenue, expense, and enrollment.
- Review significant changes

Enrollment by Month

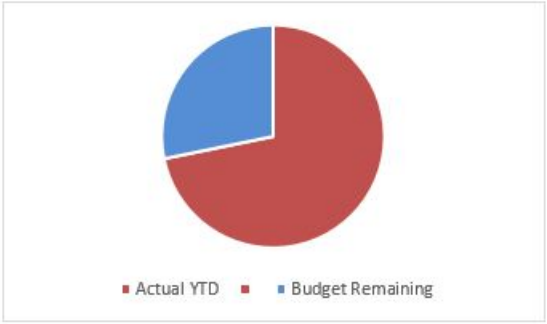


ISD 108 Promise to Voters

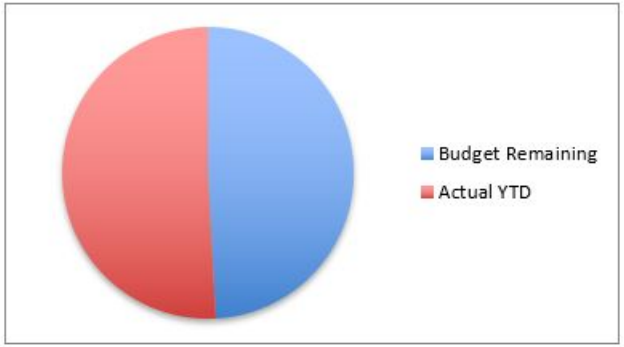
Q1 Curriculum	Budget Remaining	Actual YTD
	63,000	137,000



Q1 Staff Development	Actual YTD	Budget Remaining
	84000	33,000



Q2 Tech Levy	Budget Remaining	Actual YTD
	312,000	323,000



Raider Baseball Association: Building a Legacy of Community Baseball

Established in 2023, the Raiders Baseball Association transitioned from Community Education to parent-led leadership. We serve young athletes throughout our school district.

by Krystal Kube and Matt Yaeck

Our Current Status

Growing Organization

We field 7 teams from A to AA level competition.

League Participation

We compete in the Crow River Athletic League based in Hutchinson.

Record Participation

2025 saw our highest-ever evaluation and sign-up numbers.

District Connection

All participating children attend schools within this district.

Made with Gamma

Financial Structure

Current Funding

Player fees form our primary revenue. These fees don't cover all expenses.

We rely on community sponsorships to maintain affordability.

Community Support

The American Legion, VFW, and local businesses provide crucial donations.

These contributions help us keep baseball accessible to all families.

Made with Gamma

Proposed Partnership

Long-Term Relationship

Five-year Memorandum of Understanding with the school district.

Field Access

Usage of elementary fields and equipment for practices and games.

Parent Involvement

Leveraging parent talents for capital improvements and maintenance.

Fee Structure

Waiver of field fees to maintain affordable participation costs.

Made with Gamma

Planned Capital Enhancements

Foul Poles

Installation of regulation foul poles on elementary fields.

Fence Guards

Safety enhancements to protect players during gameplay.

Dugout Construction

New or improved dugouts, pending cost analysis.

Concession Upgrades

Window replacements and concrete improvements.

Made with Gamma

Additional Facility Enhancements

Storage Solutions

Installation of shelving units in existing storage facilities. This will improve organization and equipment longevity.

Field Signage

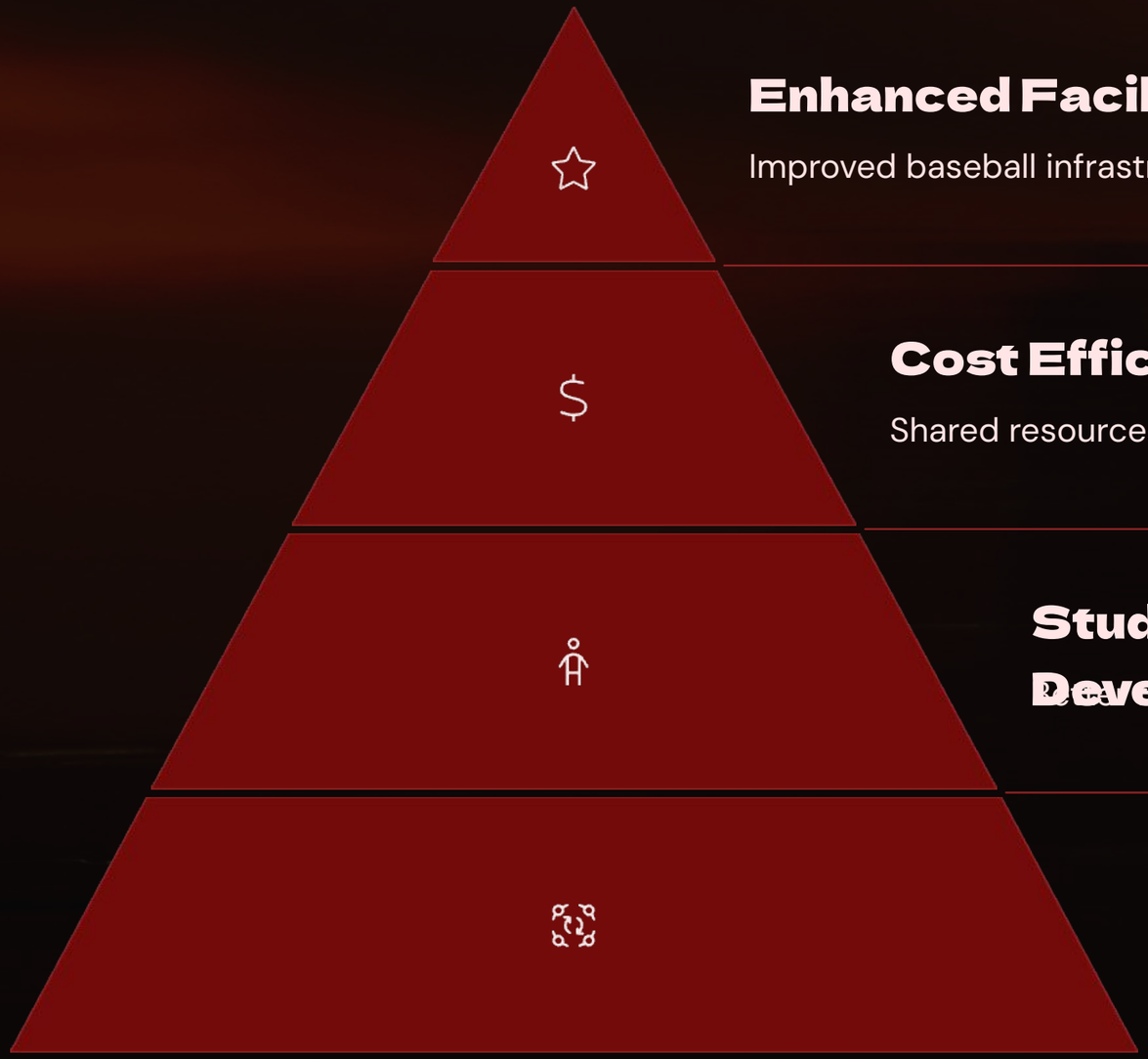
Professional signage for fields identifying them as home of Raiders Baseball. Includes sponsor recognition opportunities.

Field Preparation

Collaborative maintenance procedures between school staff and association volunteers. Ensures fields remain in excellent condition.

Made with Gamma

Mutual Benefits



Enhanced Facilities

Improved baseball infrastructure benefits school teams too.

Cost Efficiency

Shared resources reduce expenses for both organizations.

Student Development

Better facilities and affordable access increase participation.

Community Pride

Quality baseball program enhances school and community reputation.

Made with Gamma

Next Steps

Finalize Agreement

Complete MOU with Krystal, Matt, and Tim.

Establish Timeline

Create schedule for capital improvements.

Form Committees

Organize parent volunteers for specific projects.

Launch Partnership

Begin collaborative field management and improvements.

Made with Gamma

2023-24: End-of-Year Parent Survey

This is the annual satisfaction survey from School Board of Central Public Schools. Please take a few minutes to fill out these 5 questions. ***If you have students in multiple buildings, please fill out a survey for each student.***

* Indicates required question

1. I am filling this form out for my child in *

Mark only one oval.

- ◯ Elementary School or Pre-K *Skip to question 2*
- ◯ Middle School *Skip to question 7*
- ◯ High School *Skip to question 12*

Central Elementary

Fill out these questions if you have children at the **elementary school or Cologne Pre-K**

2. I regularly receive feedback from school staff on how well my child is learning?

Mark only one oval.

	1	2	3	4	5	
Littl	◯	◯	◯	◯	◯	Feedback is timely and useful

3. The quality of instruction meets my expectations?

Mark only one oval.

	1	2	3	4	5	
Doe	◯	◯	◯	◯	◯	Exceeds expectations

4. The technology my child uses for school meets my family's expectations?

Mark only one oval.

	1	2	3	4	5	
Doe	◯	◯	◯	◯	◯	Exceeds expectations

5. I would recommend Central Public Schools to other families?

Mark only one oval.

	1	2	3	4	5	
Wou	◯	◯	◯	◯	◯	Highly reccommend

6. This area is for comments any parents may have.

_____

Central Middle School

Fill out these questions if you have children at the **middle school**

7. I regularly receive feedback from school staff on how well my child is learning?

Mark only one oval.

	1	2	3	4	5	
Littl	◯	◯	◯	◯	◯	Feedback is timely and useful

8. The quality of instruction meets my expectations?

Mark only one oval.

	1	2	3	4	5	
Doe	◯	◯	◯	◯	◯	Exceeds expectations

9. The technology my child uses for school meets my family's expectations?

Mark only one oval.

	1	2	3	4	5	
Doe	◯	◯	◯	◯	◯	Exceeds expectations

10. I would recommend Central Public Schools to other families?

Mark only one oval.

	1	2	3	4	5	
Wou	◯	◯	◯	◯	◯	Highly reccommend

11. This area is for comments any parents may have.

_____

Central High School

Fill out these questions if you have children at the **high school**

12. I regularly receive feedback from school staff on how well my child is learning?

Mark only one oval.

	1	2	3	4	5	
Littl	◯	◯	◯	◯	◯	Feedback is timely and useful

13. The quality of instruction meets my expectations?

Mark only one oval.

	1	2	3	4	5	
Doe	◯	◯	◯	◯	◯	Exceeds expectations

14. The technology my child uses for school meets my family's expectations?

Mark only one oval.

	1	2	3	4	5	
Doe	◯	◯	◯	◯	◯	Exceeds expectations

15. I would recommend Central Public Schools to other families?

Mark only one oval.

	1	2	3	4	5	
Wou	◯	◯	◯	◯	◯	Highly reccommend

16. This area is for comments any parents may have.

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Google Forms

SAFF
SCHOOLS ADVOCATING FOR FAIR FUNDING

Legislative Update

Tim Schochenmaier
Central Public Schools
Superintendent

BUDGET TARGET COMPARISONS

	Walz	Senate DFL	Joint House DFL/GOP
FY 26-27	($240)	$0	$40
FY 28-29	($445M)	($687M)	$0
High Level Details		*Repeal Formula Inflator!*	

WALZ E-12 BUDGET PLAN

NET $240M IN PROPOSED E-12 CUTS FOR FY 26-27 INCLUDE:

- ELIMINATE NON-PUBLIC STUDENT AID ($52M)
- ELIMINATE NON-PUBLIC TRANSPORTATION AID (58M)
- ELIMINATE CHARTER SCHOOL LTFM FUNDS ($19M)
- ELIMINATE CHARTER SCHOOL SPECIAL EDUCATION ADJUSTMENT ($20M)
- ELIMINATE TEACHER PAY & PROFESSIONAL DEVELOPMENT BY REPEALING QCOMP ($79M)
- REDUCE SCHOOL DISTRICT SPECIAL EDUCATION TRANSPORTATION REIMBURSEMENTS ($53M)
- REDUCE SCHOOL LIBRARY AID ($7.5M)
- REDUCE TELECOM EQUITY AID ($750K)
- ELIMINATE SCHOOL DISTRICT COMPENSATORY PILOT FUNDS ($6.5M)

SENATE DFL E-12 BUDGET PLAN

REPEALS THE FORMULA INFLATOR, PERMANENTLY, IN THE TAILS

REPEALS NONPUBLIC SCHOOL AIDS
INCREASES THE EL CROSS SUBSIDY AID FROM 25-33%
INCREASES THE SPECIAL EDUCATION CROSS SUBSIDY AID FROM 50-53%

MODIFIES THE LITERACY INCENTIVE AID
ONE-TIME COMPENSATORY AID HOLD HARMLESS (LESS THAN THE GOVERNOR)

LTFM ROOF “ABOVE THE LINE” LEVY EXPANSION
$80K MINIMUM ON STUDENT SUPPORT PERSONNEL AID FOR ALL DISTRICTS

SCHOOL BOARD AUTHORITY TO RENEW A CAPITAL LEVY
CONSOLIDATION TRANSITION AID INCREASE

HIGHLIGHT ISSUES

Shore up forecasted revenue increases:

- Basic Allowance up 2.74% = $200/pupil increase to $7,481 FY 27
  - projected at 3.23% = 3% statutory ceiling governs Basic
  - Allowance projected $7,281 in FY25 growing to $8,095 by FY29
- Special Education Cross Subsidy increases
- Compensatory district level hold harmless:
  - One-time ($39-55M) & paper form ($250M) “fixes” TRA
- Improvements
  - HF 1582 (Wolgamott) SF2000 (Gustafson): 60/30 plan ($285M)
  - HF 2329 (Nadeau) SF2992 (Pratt): 62/30 plan ($75M)

MAJOR FEDERAL FUNDING STREAMS FOR EDUCATION

SPECIAL EDUCATION – $230 MILLION ESTIMATED FOR FY 2025

Primarily for reimbursing local education agencies for providing special education services and early intervention services for students with disabilities.

NUTRITION - $430 MILLION ESTIMATED FOR FY 2025

- School lunch and breakfast make up majority of nutrition funds ($323 million).
  Other nutrition programs provide funding for food services in additional settings and for times outside of the typical school calendar.

TITLE 1 - $188 MILLION ESTIMATED FOR FY 2025

Primarily provides funding for low-income schools to assist education students at-risk of not

- meeting academic standards ($185 million)
  Other Title 1 funds are used for assisting educating children of migratory agricultural workers and for neglected and delinquent students.

Memorandum of Understanding (MOU)

Between Central Public Schools and Raider Baseball Association

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To: Timothy Schochenmaier, Superintendent, Central Public Schools
From: Raider Baseball Association
Date: April 28, 2025
Subject: Field Responsibilities and Rental Agreement Overview

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Purpose
This Memorandum of Understanding (MOU) is established to outline the responsibilities and mutual agreements between **Central Public Schools** and the **Raider Baseball Association** regarding the management, operation, and financial arrangements for the baseball fields for the upcoming season.

Field Responsibilities

- **Mowing Grass:**
  - *Responsibility:* Central Public Schools will handle all grass mowing on the fields and fertilizer.
- **Chalking Lines:**
  - *Responsibility:* The Raider Baseball Association will be responsible for chalking lines before games they host. (Generally this will begin at the end of May)
  - *Note:* Central Public Schools will provide the necessary chalk supplies and quick dry for necessary maintenance.
- **Chalking Machine:**
  - *Responsibility:* Central Public Schools will provide and maintain the chalking machine and have it properly maintained.
- **Maintaining Fences, Dugouts, and Batting Cages:**
  - *Responsibility:* Central Public Schools will be responsible for the maintenance of all fences, dugouts, and batting cages. If there are any accidents or damage done to fencing during use, The Raider Baseball Association will notify Community Education.
- **Concession Stand Operation:**
  - *Responsibility:* The Raider Baseball Association will manage and operate the concession stand during games and events and will maintain the proper licensing to do so.
- **Garbage Collection:**

    - *Responsibility:* Central Public Schools will provide garbage collection services for the field and surrounding areas.
- **Portable Toilets (Biffs):**
    - *Responsibility:* Central Public Schools will provide and maintain portable toilets for field use.
- **Seating Arrangements:**
    - *Responsibility:* Central Public Schools will maintain seating areas for spectators.
- **Utility Vehicle (Side by Side):**
    - *Responsibility:* Central Public Schools will provide and maintain the utility vehicle for use in field preparation and maintenance. The Raider Baseball Association can use the UTV to maintain the grounds and only licensed drivers will be allowed to operate the equipment. At no time can the UTV leave school grounds.
- **Storage and Concession Stand Access:**
    - *Responsibility:* The Raider Baseball Association will have full access to storage areas and may use the concession stand as needed for events via a lockbox provided by Central Public Schools.

Financial and Long-Term Agreement Points

- **Field Rental Costs:**
    - There will be no rental fees for the duration of the MOU. The MOU will last from 2025-26 school year to 2029-30 school year (5 years). Terms and conditions will be revisited in year three so both parties can make any necessary changes or to extend the agreement.
- **Umpires:**
    - The Raider Baseball Association will secure and pay all umpires for their season and communicate to them they are contracted through the Association.

Communication and Review

Both parties agree to maintain clear and open communication to ensure that responsibilities are met and any issues are addressed promptly. Should any changes or concerns arise regarding this MOU, the agreement will be revisited and revised as necessary.

Signatures

Timothy Schochenmaier
Superintendent, Central Public Schools

[Name of Representative]
Raider Baseball Association

Kevan Pugh- Association President

This MOU is entered into on the date specified above and is subject to review and renewal on an annual basis. Both parties agree to the terms as stated herein.

Norwood-Young America School
Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	P51026	59688		Wire	1	2468	R2	MASTERCARD - HARRIS BANK		No	No	No	04/28/2025	7,435.61
GEN1	P51026	59689		Wire	1	4091		MASTERCARD - HARRIS BANK		No	No	No	04/28/2025	12,114.85
GEN1	P51026	59690		Direct Pymt	1	1982		MN CLAY USA		Yes	No	No	04/30/2025	532.96
GEN1	P51026	59691		Direct Pymt	1	3185		MARCO TECHNOLOGIES, LLC		Yes	No	No	04/30/2025	426.00
GEN1	P51026	59692		Direct Pymt	1	3535		FOUR POINT 0 SCHOOL SERVICES		Yes	No	No	04/30/2025	123,268.89
GEN1	P51026	59693		Direct Pymt	1	3774	R1	NCS PEARSON		Yes	No	No	04/30/2025	539.70
GEN1	P51026	59694		Direct Pymt	1	6620		IDEAL ENERGIES SOLAR LEASING 2021 I		Yes	No	No	04/30/2025	450.75
GEN1	P51026	59695		Direct Pymt	1	6722		HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	No	No	04/30/2025	3,005.11
GEN1	P51026	59696		Direct Pymt	1	6768		NATIONAL INSURANCE SERVICES OF WI		Yes	No	No	04/30/2025	1,250.00
GEN1	P51026	59697		Direct Pymt	1	6933		MAKERBOT INDUSTRIES LLC		Yes	No	No	04/30/2025	433.12
GEN1	P51026	59698		Direct Pymt	1	6973		BIFFS, INC.		Yes	No	No	04/30/2025	1,006.40
GEN1	P51026	59699		Direct Pymt	1	7300		APPLIANCE REPAIR CENTER INC.		Yes	No	No	04/30/2025	1,811.80
GEN1	P51026	59700		Wire	1	00061		CITY OF NORWOOD YOUNG AMERICA		No	Yes	No	04/30/2025	2,002.57
GEN1	P51026	59701		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	04/30/2025	3,661.30
GEN1	P51026	59702		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	04/30/2025	7,248.06
GEN1	P51026	59703		Wire	1	09609		XCEL ENERGY		No	No	No	04/30/2025	16,317.45
GEN1	P51026	59704		Wire	1	2728		BREMER BANK, NA28		No	Yes	No	04/30/2025	166.60
GEN1	P51026	59705		Wire	1	5002		WASTE MANAGEMENT OF WI-MN		No	Yes	No	04/30/2025	3,623.32
GEN1	P51026	59706		Wire	1	7133		METRONET		No	No	No	04/30/2025	69.95
GEN1	p51031	59763		Wire	1	04034		PERA		No	No	No	05/05/2025	7,780.57
GEN1	p51031	59764		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	05/05/2025	41,005.88
GEN1	p51031	59765		Wire	1	05255		DEPTARTMENT OF THE TREASURY		No	No	No	05/05/2025	67,564.58
GEN1	p51031	59766		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	05/05/2025	10,881.87
GEN1	p51031	59767		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	No	No	05/05/2025	10,329.02
GEN1	p51031	59768		Wire	1	4070		MINNESOTA REVENUE		No	No	No	05/05/2025	239.27
GEN1	p51031	59769		Wire	1	6821		WEX Health Inc.		No	No	No	05/05/2025	1,529.70
GEN1	P51126	59779		Direct Pymt	1	00283		GOPHER SPORT		Yes	No	No	05/14/2025	274.90
GEN1	P51126	59780		Direct Pymt	1	00572		MENARDS INC		Yes	No	No	05/14/2025	356.29
GEN1	P51126	59781		Direct Pymt	1	01530		MUSIC MART		Yes	No	No	05/14/2025	132.24
GEN1	P51126	59782		Direct Pymt	1	1652		PIONEER ATHLETICS		Yes	No	No	05/14/2025	1,183.26
GEN1	P51126	59783		Direct Pymt	1	2325		TAHER, INC. - BIN# 135092		Yes	No	No	05/14/2025	64,380.66
GEN1	P51126	59784		Direct Pymt	1	2867		ACT, INC.		Yes	No	No	05/14/2025	4,896.00
GEN1	P51126	59785		Direct Pymt	1	3535		FOUR POINT 0 SCHOOL SERVICES		Yes	No	No	05/14/2025	112.03
GEN1	P51126	59786		Direct Pymt	1	3774	R1	NCS PEARSON		Yes	No	No	05/14/2025	115.90
GEN1	P51126	59787		Direct Pymt	1	6412		AVIBEN		Yes	No	No	05/14/2025	141.72
GEN1	P51126	59788		Wire	1	00061		CITY OF NORWOOD YOUNG AMERICA		No	No	No	05/14/2025	2,025.23
GEN1	P51126	59789		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	05/14/2025	4,555.70
GEN1	P51126	59790		Wire	1	5002		WASTE MANAGEMENT OF WI-MN		No	No	No	05/14/2025	3,515.55
GEN1	P51126	59791		Wire	1	6821		WEX Health Inc.		No	No	No	05/14/2025	245.25
GEN1	P50826	59381	44553	Check	1	6930		REGION 2A		Yes	No	Yes	05/02/2025	(225.00)
GEN1	P51026	59687	44768	Check	1	6062		BEST WESTERN PLUS COMO PARK		Yes	Yes	Yes	04/23/2025	240.00
GEN1	P51026	59687	44768	Check	1	6062		BEST WESTERN PLUS COMO PARK		Yes	Yes	Yes	04/30/2025	(240.00)
GEN1	P51026	59729	44769	Check	1	3406		ANDERSON, BRIAN		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59718	44770	Check	1	05160		AWARD EMBLEM		Yes	No	No	04/30/2025	63.41
GEN1	P51026	59743	44771	Check	1	6461		BEHRENS, CHUCK		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59747	44772	Check	1	6852		BERGANKDV		Yes	No	No	04/30/2025	6,140.00
GEN1	P51026	59735	44773	Check	1	4946		BSN SPORTS LLC		Yes	No	No	04/30/2025	2,466.39
GEN1	P51026	59744	44774	Check	1	6548		CAMBRIDGE-ISANTI HIGH SCHOOL SPEE		Yes	No	No	04/30/2025	98.00
GEN1	P51026	59707	44775	Check	1	00048		CARQUEST AUTO PARTS		Yes	No	No	04/30/2025	67.93
GEN1	P51026	59728	44776	Check	1	3213		CENTURYLINK		Yes	No	No	04/30/2025	139.05
GEN1	P51026	59755	44777	Check	1	7206		CHEF CRAIG'S CATERING		Yes	No	No	04/30/2025	4,315.19
GEN1	P51026	59726	44778	Check	1	2382		CITY OF COLOGNE		Yes	No	No	04/30/2025	3.11
GEN1	P51026	59752	44779	Check	1	7122		CURFMAN TRUCKING & REPAIR, INC.		Yes	No	No	04/30/2025	756.25
GEN1	P51026	59713	44780	Check	1	00666		ECOLAB PEST ELIMINATION DIVISION		Yes	No	No	04/30/2025	435.78
GEN1	P51026	59709	44781	Check	1	00112		ERPENBACH, RON		Yes	No	No	04/30/2025	144.00
GEN1	P51026	59757	44782	Check	1	7361		FOUNDATION OUTDOOR GROUP, INC.		Yes	No	No	04/30/2025	1,185.62
GEN1	P51026	59730	44783	Check	1	3639		FOX, DARRIN		Yes	No	No	04/30/2025	22.40
GEN1	P51026	59759	44784	Check	1	7389		FRANCK, ANTHONY		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59727	44785	Check	1	2947		FRANCK, NIKOLAS		Yes	No	No	04/30/2025	185.00
GEN1	P51026	59734	44786	Check	1	4604		FRITZ, BRIAN		Yes	No	No	04/30/2025	185.00
GEN1	P51026	59736	44787	Check	1	5278	1099A	GERBER, JOSHUA		Yes	No	No	04/30/2025	1,200.00
GEN1	P51026	59748	44788	Check	1	6960		GIBBS FARM		Yes	No	No	04/30/2025	536.00
GEN1	P51026	59741	44789	Check	1	5876		HALLER, PETE		Yes	No	No	04/30/2025	220.00
GEN1	P51026	59758	44790	Check	1	7388		HENTGES, HENRY		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59739	44791	Check	1	5342		HERD, KEITH		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59731	44792	Check	1	3965		HINGST, LEE		Yes	No	No	04/30/2025	110.00
GEN1	P51026	59722	44793	Check	1	1442		IMPERIAL DADE		Yes	No	No	04/30/2025	1,499.98
GEN1	P51026	59715	44794	Check	1	01076		ISD #2687- HOWARD LAKE/WAVERLY		Yes	No	No	04/30/2025	84.00
GEN1	P51026	59716	44795	Check	1	01095		ISD #282 - ST. ANTHONY-NEW BRIGHTON		Yes	No	No	04/30/2025	191.00
GEN1	P51026	59711	44796	Check	1	00483		ISD #466-DASSEL-COKATO SCHOOLS		Yes	No	No	04/30/2025	84.00
GEN1	P51026	59714	44797	Check	1	00838		JOSTENS INC		Yes	No	No	04/30/2025	325.65

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	P51026	59733	44798	Check	1	4559		LAGERGREN, CHRIS		Yes	No	No	04/30/2025	200.00
GEN1	P51026	59712	44799	Check	1	00505		LANO EQUIPMENT		Yes	No	No	04/30/2025	15,999.00
GEN1	P51026	59708	44800	Check	1	00067		LUDFORD, CHRISTINE		Yes	No	No	04/30/2025	280.00
GEN1	P51026	59761	44801	Check	1	7391		MAHRER, JORDAN		Yes	No	No	04/30/2025	20.00
GEN1	P51026	59723	44802	Check	1	1606		MAYER LUMBER CO, INC		Yes	No	No	04/30/2025	501.40
GEN1	P51026	59762	44803	Check	1	7392		MYSTIQUE SOUND SOLUTIONS, INC.		Yes	No	No	04/30/2025	2,650.00
GEN1	P51026	59756	44804	Check	1	7327		NORTHBOUND M.C.		Yes	No	No	04/30/2025	400.00
GEN1	P51026	59742	44805	Check	1	6408		PAPER 101		Yes	No	No	04/30/2025	12,682.19
GEN1	P51026	59724	44806	Check	1	1719		PHONAK INC		Yes	No	No	04/30/2025	337.99
GEN1	P51026	59721	44807	Check	1	1313		POHLMEIER, RICH		Yes	No	No	04/30/2025	220.00
GEN1	P51026	59745	44808	Check	1	6633		POPP, RANDY		Yes	No	No	04/30/2025	330.00
GEN1	P51026	59740	44809	Check	1	5872		RACH, PATRICK		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59732	44810	Check	1	4556		RETTMANN, PAUL		Yes	No	No	04/30/2025	220.00
GEN1	P51026	59725	44811	Check	1	1880		ROISUM, DENNIS		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59751	44812	Check	1	7094		ROTO-ROOTER SERVICES COMPANY		Yes	No	No	04/30/2025	536.00
GEN1	P51026	59760	44813	Check	1	7390		SANDBULTE, WAYNE		Yes	No	No	04/30/2025	330.00
GEN1	P51026	59746	44814	Check	1	6748		SCHRADER, JEFF		Yes	No	No	04/30/2025	280.00
GEN1	P51026	59717	44815	Check	1	01816		SECTION 4A		Yes	No	No	04/30/2025	140.00
GEN1	P51026	59753	44816	Check	1	7199		SITEONE LANDSCAPE SUPPLY, LCC		Yes	No	No	04/30/2025	1,030.63
GEN1	P51026	59710	44817	Check	1	00374		SMITH OIL CO.		Yes	No	No	04/30/2025	35.20
GEN1	P51026	59737	44818	Check	1	5287		SOUTHWEST METRO INTERMEDIATE DIS		Yes	No	No	04/30/2025	9,628.11
GEN1	P51026	59754	44819	Check	1	7205		TSCHIMPERLE, SCOTT		Yes	No	No	04/30/2025	330.00
GEN1	P51026	59750	44820	Check	1	7008		TWENTY4SEVEN FIRE & SECURITY COR		Yes	No	No	04/30/2025	844.50
GEN1	P51026	59720	44821	Check	1	1157		UHL COMPANY		Yes	No	No	04/30/2025	870.00
GEN1	P51026	59738	44822	Check	1	5332		WLASIUK, TIMOTHY		Yes	No	No	04/30/2025	220.00
GEN1	P51026	59749	44823	Check	1	6962		ZELLMANN, TERRY		Yes	No	No	04/30/2025	130.00
GEN1	P51026	59719	44824	Check	1	05220		ZION LUTHERAN SCHOOL		Yes	No	No	04/30/2025	4,128.46
GEN1	p51031	59771	44825	Check	1	07999		C.E.A.		Yes	No	No	05/05/2025	4,118.89
GEN1	p51031	59770	44826	Check	1	06032		MINNESOTA SCHOOL EMP ASSOC		Yes	No	No	05/05/2025	361.13
GEN1	P51126	59776	44827	Check	1	6987		CHAPPELL CENTRAL		Yes	No	No	05/14/2025	66,107.80
GEN1	P51126	59778	44828	Check	1	7101		FLOW DYNAMIC BALANCING, LLC		Yes	No	No	05/14/2025	6,237.75
GEN1	P51126	59774	44829	Check	1	6809		LAKETOWN ELECTRIC CORPORATION		Yes	No	No	05/14/2025	601.74
GEN1	P51126	59777	44830	Check	1	7001		MIDWEST MECHANICAL SOLUTIONS		Yes	No	No	05/14/2025	1,040.00
GEN1	P51126	59773	44831	Check	1	6704		NEXUS SOLUTIONS LLC		Yes	No	No	05/14/2025	140,000.11
GEN1	P51126	59775	44832	Check	1	6941		TWIN CITY ACOUSTICS		Yes	No	No	05/14/2025	37,861.73
GEN1	P51126	59772	44833	Check	1	1157		UHL COMPANY		Yes	No	No	05/14/2025	12,768.80
GEN1	P51126	59816	44834	Check	1	6020		ADVANCED ELECTRICAL SERVICES, INC.		Yes	No	No	05/14/2025	450.00
GEN1	P51126	59840	44835	Check	1	7397		AFFINITECH, INC.		Yes	No	No	05/14/2025	7,612.04
GEN1	P51126	59843	44836	Check	1	7400		ALL SEASONS GARMENT		Yes	No	No	05/14/2025	458.82
GEN1	P51126	59822	44837	Check	1	6461		BEHRENS, CHUCK		Yes	No	No	05/14/2025	110.00
GEN1	P51126	59810	44838	Check	1	4946		BSN SPORTS LLC		Yes	No	No	05/14/2025	1,103.34
GEN1	P51126	59814	44839	Check	1	5943		CAROLINA BIOLOGICAL		Yes	No	No	05/14/2025	108.98
GEN1	P51126	59831	44840	Check	1	7150		CESO COMMUNICATIONS, LLC		Yes	No	No	05/14/2025	1,950.00
GEN1	P51126	59833	44841	Check	1	7381		CRAWFORD DOOR SALES OF THE TWIN		Yes	No	No	05/14/2025	430.00
GEN1	P51126	59799	44842	Check	1	2721		DASHIR MANAGEMENT SERVICES INC		Yes	No	No	05/14/2025	24,617.34
GEN1	P51126	59826	44843	Check	1	6791		DIVERSIFIED PLUMBING & HEATING		Yes	No	No	05/14/2025	155.00
GEN1	P51126	59838	44844	Check	1	7395		EMMERICH, LUKE		Yes	No	No	05/14/2025	230.00
GEN1	P51126	59815	44845	Check	1	5964		ENVIRONMENTAL TESTING & INSPECTIO		Yes	No	No	05/14/2025	969.00
GEN1	P51126	59827	44846	Check	1	6910		FASCHING, JANE		Yes	No	No	05/14/2025	1,560.00
GEN1	P51126	59801	44847	Check	1	3621	1099A	FLATNESS, KEITH		Yes	No	No	05/14/2025	688.89
GEN1	P51126	59806	44848	Check	1	4432		FORST, LAURA		Yes	No	No	05/14/2025	480.00
GEN1	P51126	59809	44849	Check	1	4604		FRITZ, BRIAN		Yes	No	No	05/14/2025	360.00
GEN1	P51126	59823	44850	Check	1	6468		GARCIA-SANCHEZ, FLORMIRA		Yes	No	No	05/14/2025	400.00
GEN1	P51126	59820	44851	Check	1	6257		GESINGER, JULIE		Yes	No	No	05/14/2025	150.80
GEN1	P51126	59796	44852	Check	1	1263		GLENCOE COUNTRY CLUB INC		Yes	No	No	05/14/2025	1,500.00
GEN1	P51126	59825	44853	Check	1	6734		GRUNDHOFER, MARK		Yes	No	No	05/14/2025	230.00
GEN1	P51126	59802	44854	Check	1	3750		HENDEL, ANN		Yes	No	No	05/14/2025	20.61
GEN1	P51126	59797	44855	Check	1	1442		IMPERIAL DADE		Yes	No	No	05/14/2025	2,107.54
GEN1	P51126	59793	44856	Check	1	00816		ISD #2397 - LESUEUR-HENDERSON		Yes	No	No	05/14/2025	150.00
GEN1	P51126	59807	44857	Check	1	4471		ISD #2905 TRI-CITY UNITED PUBLIC SCH		Yes	No	No	05/14/2025	200.00
GEN1	P51126	59794	44858	Check	1	00838		JOSTENS INC		Yes	No	No	05/14/2025	1,025.77
GEN1	P51126	59828	44859	Check	1	6927		KLEY, JOE		Yes	No	No	05/14/2025	116.20
GEN1	P51126	59817	44860	Check	1	6081		LAZY LOON BOWLING & EVENT CENTEF		Yes	No	No	05/14/2025	7,740.00
GEN1	P51126	59839	44861	Check	1	7396		LIPKE, GRACE		Yes	No	No	05/14/2025	120.00
GEN1	P51126	59835	44862	Check	1	7391		MAHRER, JORDAN		Yes	No	No	05/14/2025	46.84
GEN1	P51126	59824	44863	Check	1	6545		MARCO TECHNOLOGIES LLC		Yes	No	No	05/14/2025	3,523.18
GEN1	P51126	59803	44864	Check	1	4089		MASBERG, JOHN		Yes	No	No	05/14/2025	115.00
GEN1	P51126	59841	44865	Check	1	7398		MATHEWS, GRIFFEN		Yes	No	No	05/14/2025	110.00
GEN1	P51126	59798	44866	Check	1	1606		MAYER LUMBER CO, INC		Yes	No	No	05/14/2025	1,577.19
GEN1	P51126	59805	44867	Check	1	4316		MCDOWELL AGENCY, INC.		Yes	No	No	05/14/2025	504.00
GEN1	P51126	59812	44868	Check	1	5423		MINNESOTA HISTORICAL SOCIETY		Yes	No	No	05/14/2025	456.00

Norwood-Young America School

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	P51126	59821	44869	Check	1	6388		MN DEPT OF HEALTH		Yes	No	No	05/14/2025	180.00
GEN1	P51126	59837	44870	Check	1	7394		O'NEILL, SEAN		Yes	No	No	05/14/2025	230.00
GEN1	P51126	59813	44871	Check	1	5872		RACH, PATRICK		Yes	No	No	05/14/2025	230.00
GEN1	P51126	59795	44872	Check	1	05604		RIDGEVIEW MEDICAL CENTER		Yes	No	No	05/14/2025	5,774.66
GEN1	P51126	59800	44873	Check	1	3304		RUBERG, DEVON		Yes	No	No	05/14/2025	47.94
GEN1	P51126	59834	44874	Check	1	7390		SANDBULTE, WAYNE		Yes	No	No	05/14/2025	110.00
GEN1	P51126	59832	44875	Check	1	7213		SATT		Yes	No	No	05/14/2025	170.00
GEN1	P51126	59792	44876	Check	1	00374		SMITH OIL CO.		Yes	No	No	05/14/2025	173.34
GEN1	P51126	59842	44877	Check	1	7399		SYKES, JANET		Yes	No	No	05/14/2025	113.86
GEN1	P51126	59819	44878	Check	1	6254		THOMASON, SARAH		Yes	No	No	05/14/2025	95.20
GEN1	P51126	59836	44879	Check	1	7393		THRASHER, NIKKI		Yes	No	No	05/14/2025	29.10
GEN1	P51126	59818	44880	Check	1	6252		T-MOBILE		Yes	No	No	05/14/2025	100.00
GEN1	P51126	59804	44881	Check	1	4266		TRAEN, TODD		Yes	No	No	05/14/2025	115.00
GEN1	P51126	59830	44882	Check	1	7009		WACTOWN PROPERTIES		Yes	No	No	05/14/2025	1,989.39
GEN1	P51126	59811	44883	Check	1	5351		WORM, MARK		Yes	No	No	05/14/2025	230.00
GEN1	P51126	59808	44884	Check	1	4583		WROGE, DAVID		Yes	No	No	05/14/2025	115.00
GEN1	P51126	59829	44885	Check	1	6962		ZELLMANN, TERRY		Yes	No	No	05/14/2025	220.00

Bank Total: $821,214.28

Report Total: $821,214.28

Finance Committee Report

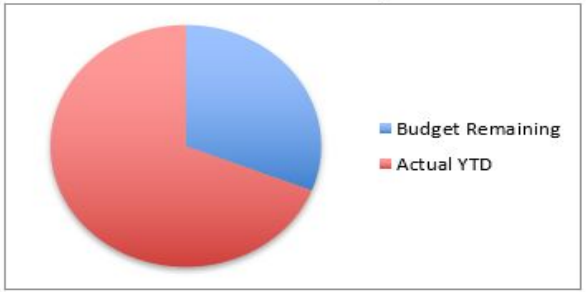
July 22, 2024

Purpose

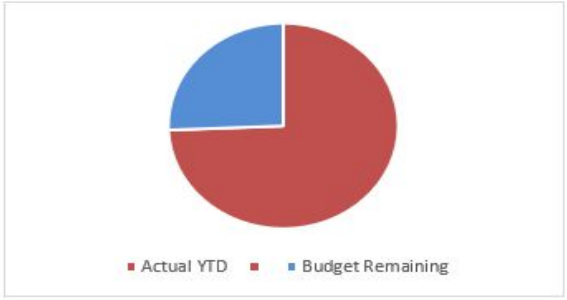
- Provide an overview of the previous months revenue, expense, and enrollment.
- Review significant changes

Enrollment by Month

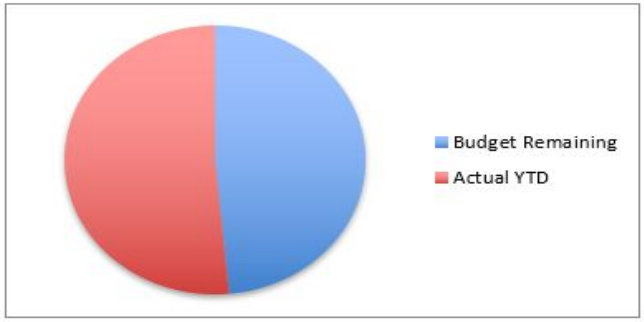
Q1 Curriculum	Budget Remaining	Actual YTD
	62,000	138,000



Q1 Staff Development	Actual YTD	Budget Remaining
	87000	30,000

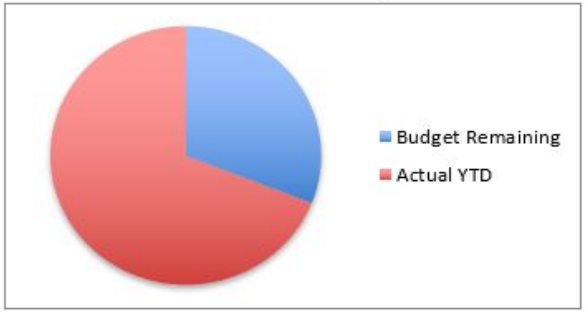


Q2 Tech Levy	Budget Remaining	Actual YTD
	308,000	327,000

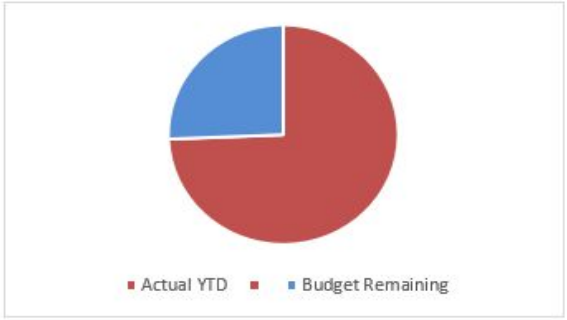


ISD 108 Promise to Voters

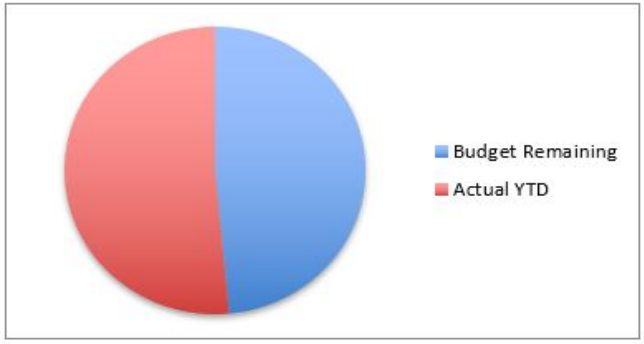
Q1 Curriculum	Budget Remaining	Actual YTD
	62,000	138,000



Q1 Staff Development	Actual YTD	Budget Remaining
	87000	30,000

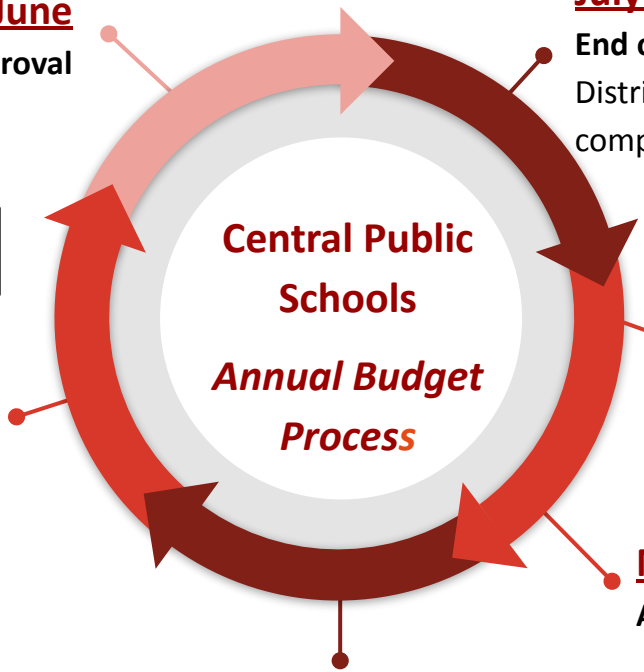


Q2 Tech Levy	Budget Remaining	Actual YTD
	308,000	327,000



FY26 Preliminary Budget

May 19, 2025



June

Preliminary Budget Approval

May 19 - board discussion

July - October

End of Year Audit Process

District's Independent auditor completes prior year audit

September

Initial preliminary tax levy calculated by MDE

November - December

Audit Report to School Board

December - January

Truth in Taxation Hearing (Dec)

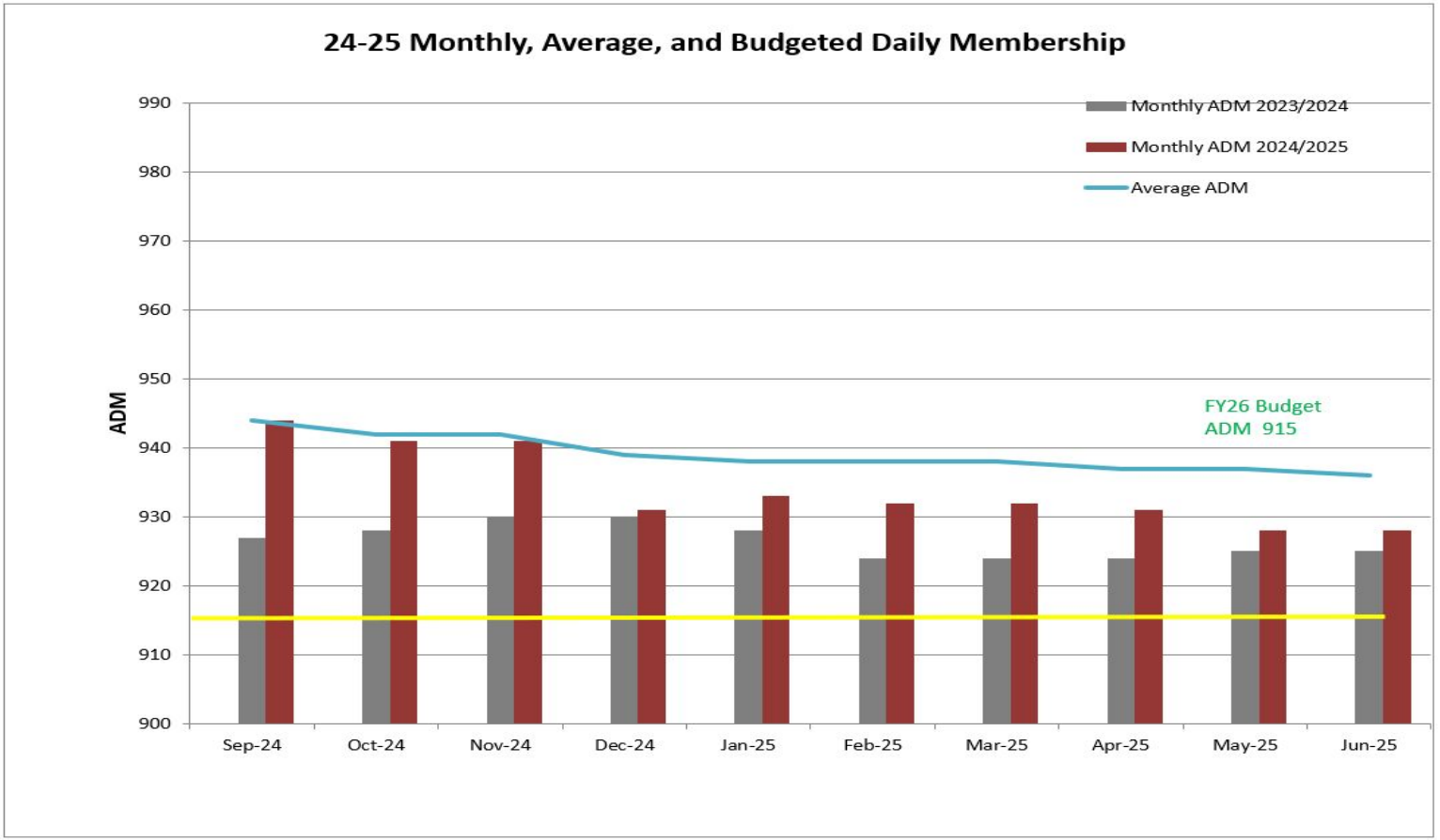
Levy set for the coming year

Mid-Year budget adjustments

January - March

Mid-Year budget adjustments and projected budget for next fiscal year

Enrollment by Month



FY26 General Fund Comparison

General Fund	FY26 Preliminary	FY25 Revised	Difference
Levy	2,844,168	2,861,580	(17,412)
Misc Local Revenue	263,300	298,885	(35,585)
State Aid	10,730,769	10,256,921	473,848
Federal Aid	425,000	418,344	6,656
TOTALS	**14,263,237**	**13,835,730**	**427,507**

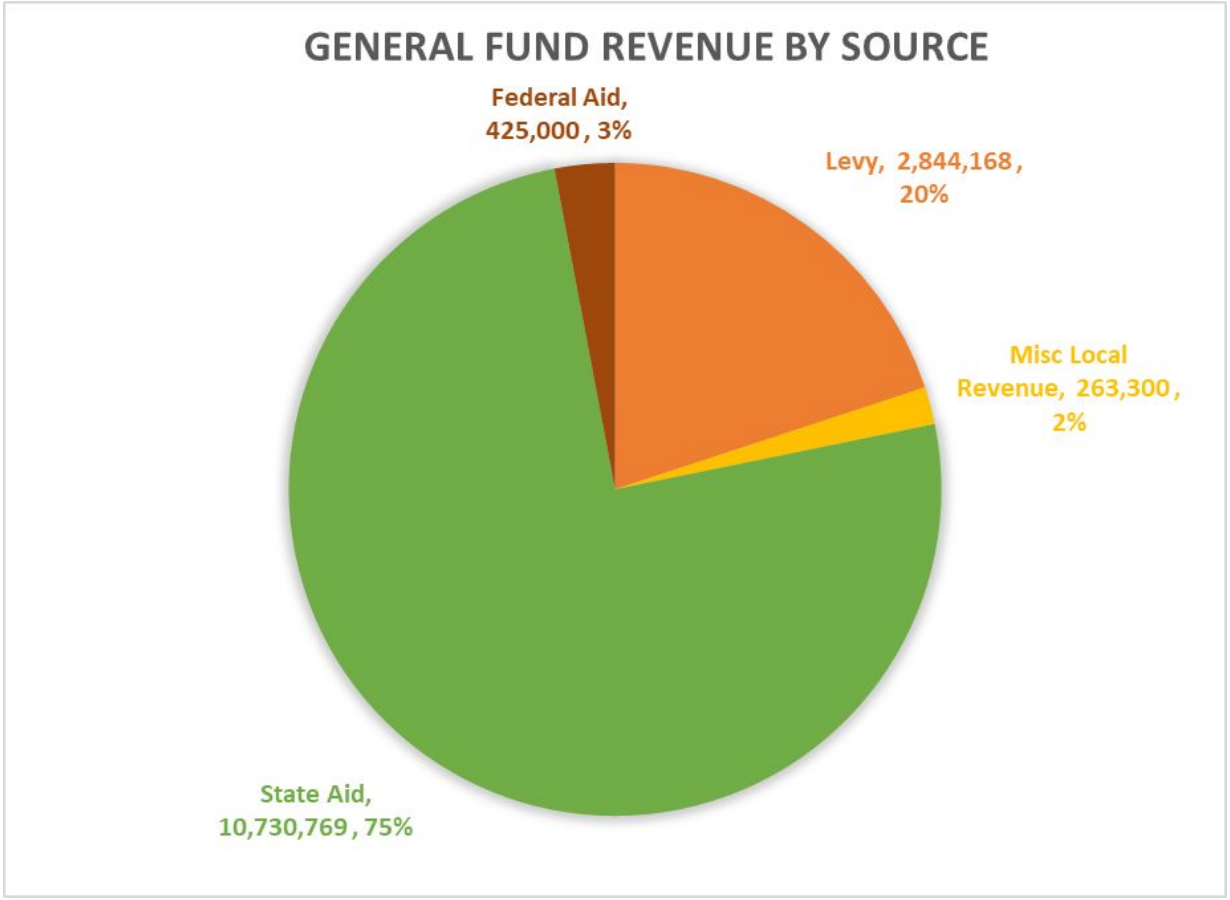
Genreal Fund	FY26 Preliminary	FY25 Revised	Difference
Salaries and Wages	7,255,576	6,945,576	310,000
Employee Benefits	2,092,757	1,948,999	143,758
Purchased Services	3,377,180	3,297,385	79,795
Supplies & Materials	929,225	938,530	(9,305)
Capital Expenditures	181,961	635,000	(453,039)
Other Expenses	66,560	66,460	100
Other Financing Uses	226,792	223,689	3,103
TOTALS	**14,130,051**	**14,055,639**	**74,412**

Difference	**133,186**	**(219,909)**	

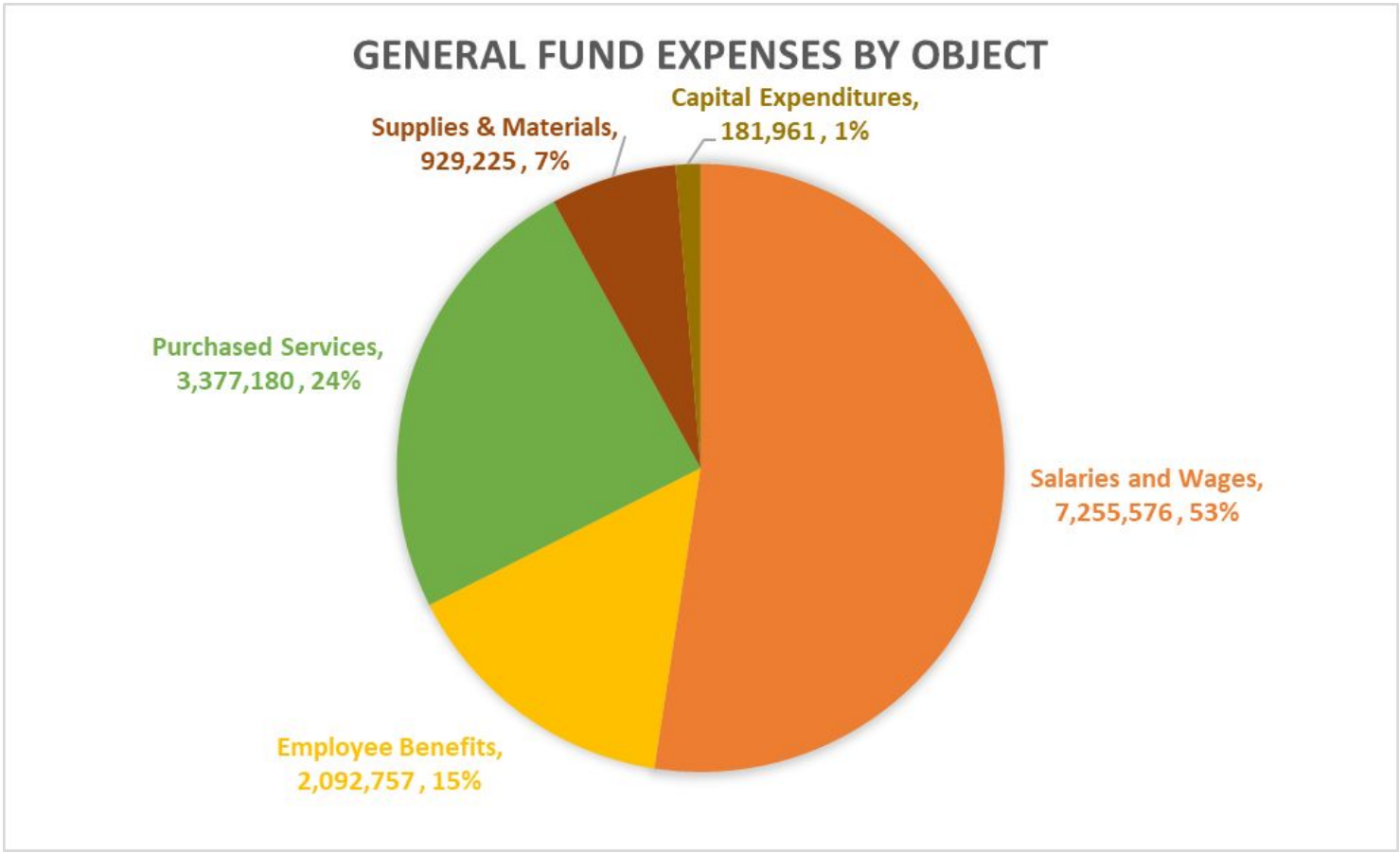
FY26 General Fund Balance

GENERAL FUND - 01	6/30/25 ESTIMATED BALANCE	6/30/26 ESTIMATED REVENUES	TRANSFERS INTO FUNDS	6/30/26 ESTIMATED EXPENDITURES	TRANSFERS OUT OF FUNDS	6/30/2026 ESTIMATED BALANCE
Unassigned	$ 1,204,645	$ 12,496,774		$ 12,508,428	$ 59,257	$ 1,133,734
Assigned	$ 292,161					$ 292,161
Qcomp		$ 242,250	$ 59,257	$ 301,507		$ -
Total Assigned and Unassigned	**$ 1,496,806**	**$ 12,739,024**	**$ 59,257**	**$ 12,809,935**	**$ 59,257**	**$ 1,425,895**
RESTRICTED FUNDS						
Nonspendable	$ 43,766					$ 43,766
Student Activities	$ 66,314	$ 60,850		$ 58,750		$ 68,414
Scholarships	$ 31,311	$ 6,100		$ 6,000		$ 31,411
Staff Development	$ -	$ 68,000		$ 68,000		$ -
Capital Projects Levy	$ 63,780	$ 556,554		$ 557,466		$ 62,868
Operating Capital	$ 30,825	$ 238,553		$ 236,460		$ 32,918
Basic Skills/EL/Extended Time	$ 318,836	$ 382,481		$ 237,880		$ 463,437
Gifted and Talented	$ -	$ 13,320		$ 13,320		$ -
LTFM	$ 189,950	$ 93,315		$ 91,200		$ 192,065
Safe Schools	$ -	$ 45,040		$ 45,040		$ -
Medical Assistance/3rd Party Billing	$ 115,822	$ 60,000		$ 6,000		$ 169,822
Total Restricted	**$ 860,604**	**$ 1,524,213**	**$ -**	**$ 1,320,116**	**$ -**	**$ 1,064,701**
Total All Revenues	**$ 2,357,410**	**$ 14,263,237**	**$ 59,257**	**$ 14,130,051**	**$ 59,257**	**$ 2,490,596**

FY26 Preliminary Budget Revenue Source



FY26 Preliminary Budget Expense



FY26 CE Preliminary Budget Overview

Community Ed	FY26 Preliminary	FY25 Revised	Difference
Levy	155,799	164,595	(8,796)
Misc Local Revenue	661,000	651,500	9,500
State Aid	200,772	201,921	(1,149)
Federal Aid			-
TOTALS	**1,017,571**	**1,018,016**	**(445)**

Community Ed	FY26 Preliminary	FY25 Revised	Difference
Salaries and Wages	579,044	600,134	(21,090)
Employee Benefits	112,135	138,144	(26,009)
Purchased Services	184,020	172,005	12,015
Supplies & Materials	63,000	52,668	10,332
Capital Expenditures			-
Other Expenses			-
TOTALS	**938,199**	**962,951**	**(24,752)**

Difference	**79,372**	**55,065**	

FY26 Preliminary Budget Overview

REVENUES						
	General Fund	Food Service	Community Service	Debt Service	Trust	Student Activities
Levy	2,844,168		155,799	3,218,330		
Misc Local Revenue	263,300	91,500	661,000	226,762	6,100	60,850
State Aid	10,730,769	374,200	200,772	32,524		
Federal Aid	425,000	230,000				
TOTALS	14,263,237	695,700	1,017,571	3,477,616	6,100	60,850.00

EXPENDITURES						
	General Fund	Food Service	Community Service	Debt Service	Trust	Student Activities
Salaries and Wages	7,255,576	12,000	579,044			
Employee Benefits	2,092,757	2,000	112,135			
Purchased Services	3,377,180	350,000	184,020			24,750
Supplies & Materials	929,225	321,800	63,000			33,600
Capital Expenditures	181,961					
Other Expenses	66,560			3,326,285	6,000	400
Other Financing Uses	226,792					
TOTALS	**14,130,051**	**685,800**	**938,199**	**3,326,285**	**6,000**	**58,750**

Budget Balance	133,186	9,900	79,372	151,331	100	2,100

FY24 Preliminary Budget Overview

Questions?

Spring School Board Meeting

2024-25 Elementary Building Goals/Results

Every Student, Every Day, Every Time!

Ready, Set, Thrive!™

CENTRAL PUBLIC SCHOOLS

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Goal:

1. The percentage of all students in grades 2-5 at Central Elementary who are in the “low risk” or“advanced” category on the FastBridge aReading standardized assessment will increase from 57% in the fall of 2024 to 65% in the spring of 2025.
    - **Baseline: 57%**
    - **Result: 66%**

2. The focus will be on fluency.

    A. *Automaticity*
    B. Accuracy
    C. Phrasing

K-5 Plan

- Built on the FastBridge data from CES
- Our data suggests our accuracy is at level to promote true reading comprehension
- Research based materials and strategies essential to increased automaticity.
- Goal setting and weekly discussion in our PLCs
- Biweekly conversations and check-ins from building administrator and curriculum leader
- Weekly support for our PLCs from MDE

Central Secondary School Goals

Monday, May 19, 2025

Rich Larson

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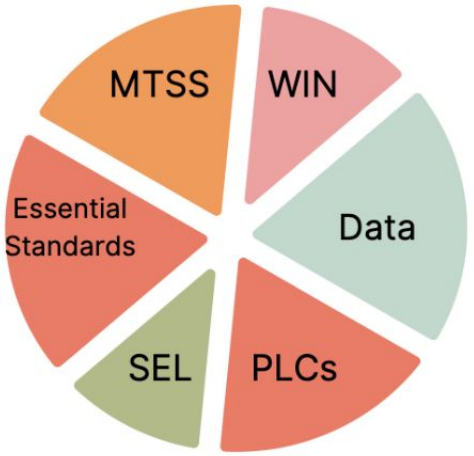
Secondary Guiding Document

Mission Statement (Why): Educate, Inspire, Empower - Every Student, Every Day

Vision (What): Ensuring the next generation will identify ways to positively impact our communities

2023-2024 Theme: **Purpose**



Belief Statement around PLC Work:

PLC Mission:

As Central MS/HS PLCs, we believe that standards provide the framework for guiding and measuring student learning. We are committed to purposefully and actively engaging our students in meaningful learning experiences that inspire and promote a love for learning.

PLC Action Steps:

We use data to inform our instructional practices, identifying areas of growth and tailoring our approaches to meet the diverse needs of our students. Through intentional use of norms, we maintain a solution-focused mindset that prioritizes continuous improvement and finding effective strategies to support student success.

SMART Goal (both HS and MS):

The percentage of students who measured Low Risk/Advanced in Reading on the FastBridge (aReading) test in the fall of 2023 will increase by 3% on the spring FastBridge test.

Professional Development

Math Goal

- **The percentage of students who measured Low Risk/Advanced in Math on the FastBridge test in the fall of 2024 will increase by 3% on the spring FastBridge test.**
  - **CMS Baseline - Fall Fastbridge aMath: 73%**
  - **CHS Baseline - Fall Fastbridge aMath: 71%**

RESULTS: <u>Not Met</u>

- **CMS Spring Fastbridge aMath: 71.6%**
- **CHS Spring Fastbridge aMath: 70.4%**

Math Action Steps

- PLC Standards Work
- Math Conference in Duluth–new work.
- MTSS Team
  - Math Elective
  - After school math support
- Thinking Classroom

Reading Goal

- **The percentage of students who measured Low Risk/Advanced in Reading on the FastBridge (aReading) test in the fall of 2024 will increase by 3% on the spring FastBridge test.**
  - **CMS Baseline - Fall Fastbridge aReading: 71%**
  - **CHS Baseline - Fall Fastbridge aReading: 70%**

RESULTS: <u>Goal Met</u>

- **CMS Spring Fastbridge aReading: 75.2%**
- **CHS Spring Fastbridge aReading: 73.2%**

Reading Action Steps

- PLC Standards Work.
- Study Sync curriculum adoption
- MTSS Team
  - Reading Intervention
- Data studies with teachers.
  - Planning for next year/next steps
- Continue with goal setting for students.

Culture/Climate Goal

- **CMS & CHS: Of the 437 students who completed the Culture and Climate Survey on Sept 23, 2024, 88.1% of students answered the question, "I feel there is at least one adult in the building who knows me well. (An adult has made an attempt to connect with me)," with "agree," or "strongly Agree." By May, 2025, 3% more of the students who complete this survey will answer this question with "agree" or "strongly agree."**

RESULTS: Goal Met

- **Spring Culture Climate Results Here**
- **91.6% of students answered "agree" or "strongly agree" to "I feel there is an adult in the building who knows me well."**

Culture/Climate Action Steps

- Culture/Climate results shared with grade level PLCs to reach students who feel disconnected.
- Clear expectations delivered to students.
- Monthly Assemblies: Recognition, Celebration, Reminders
- PALC
- Staff/Student connection opportunities
  - RT activities, events, classroom intentionality

Central Student Services Goal Update

Monday, May 19, 2025

Becca Braun

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Building Goals

- **Reading Goal:** The percentage of all special education students in grades 2-11 at Central Public Schools who meet their growth goal on FAST aReading will increase from 67% in spring 2024 to 70% in spring 2025.

    - *SPED Baseline*: 67%

- **Results:**
    - *SPED 2025 Spring Result*: 78.2%

Sped Department

Celebrations

- Elementary and Middle school staff continue to implement the science of reading when working with students
- Middle School using a continuum of services (push-in and pull-out)
- Fastbridge progress monitoring K-12

Next Steps:

- Continued LETRS Training next year along with paraeducators taking a version of LETRS
- Intentional goal setting based on formal and informal assessment data
- PD around co-teaching
- Continued collaboration with Gen.Ed and SPED teachers

Building Goals

- **Math Goal:** The percentage of all special education students in grades 2-11 at Central Public Schools who meet their growth goal on FAST aMath will increase from 67% in spring 2024 to 70% in spring 2025.
    - *SPED Baseline*: 67%
- **Results:**
    - *SPED 2025 Spring Result*: 75.6%

Sped Department

Celebrations

- Elementary and Middle school both have resources to drive math instruction
  - Bridges (K-5)
  - Trans Math (6-8)
- Middle School using a continuum of services (push-in and pull-out)
- Fastbridge progress monitoring

Next Steps

- Intentional IEP goal writing based on formal and informal assessment data
- PD around co-teaching
- Continued collaboration with Gen.Ed and SPED teachers
- Use progress monitoring data to create and drive instructional goals for student growth

Curriculum Update

Monday, May 19, 2025

Andrea Kolstad

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Read Act Updates

EC LETRS: EC and PreK teachers

LETRS Training - Phase 1: Grades 4-5, Special Education, MS/HS Intervention Teachers, ML

Screening and Communication:

- FastBridge 3x/year
- Dyslexia screening in grades 4-12 (2025-26)

Data: Focused on accuracy and seeing results!

Social Studies Curriculum- TCI implementation

A	B	C	D	E	F	G	H	I	J	K
Code	Benchmark	Learning Target	Essential Standard?	Unit: Essential Standard Dakota/Ojibwe	Unit: Intensive Fur Trade/Land Changes Hands/Newcomers	Unit: Covered Civil War	Unit: Nominal Emphasis U.S. Dakota War	Unit: 5 Immigration	Unit: 6 WWI	Unit: 7 Boom and Bust
6.4.22.2	Examine the history and memory of migration and immigration in Minnesota during the late 19th and early 20th centuries, including the impact of immigration on Indigenous people.	•I can examine the immigration into MN in the 1600's to the 1800's and the impact it made on Indigenous people.	Yes	Covered	Covered	Nominal Emphasis	Covered	Essential Standard	Nominal Emphasis	Nominal Emphasis
6.5.24.1	Examine how and why the Minnesota landscape has been shaped by people.	•I can examine how the Minnesota landscape has been shaped by people. •I can explain why the Minnesota has been shaped by people.	Yes	Covered	Covered	Covered	Covered	Covered	Nominal Emphasis	Essential Standard
6.3.14.1	Compare and contrast different places and regions on the land that is Minnesota today, including how power structures have impacted each one over time.	•I can compare and contrast Minnesota land and regions today. •I can explain how power structures have impacted the regions of Minnesota today.	Yes	Covered	Essential Standard	Covered	Covered	Covered	Nominal Emphasis	Nominal Emphasis
6.1.6.1	Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.	•I can explain sovereignty and how treaty rights are excercised by the Anishinaabe and Dakota	Yes	Essential Standard	Covered	Nominal Emphasis	Covered	Nominal Emphasis	Nominal Emphasis	Nominal Emphasis

MN HISTORY (6) | US HISTORY (7) | GLOBAL STUDIES (8) | AMERICAN HISTORY (HS) | APUSH (HS) | GEOGRAPHY (HS) | WORLD HISTORY (HS)

Ethnic Studies

In 2026-27, Full implementation of the required Social Studies standards (including Ethnic Studies standards that are woven into Social Studies classes K-12). Examples:

2.5.23.2 Identify how different groups have worked to protect the land and natural resources.
7.5.24.2 Investigate the struggle for immigration rights and the rights of all immigrants in the United States.
9.5.25.1 Evaluate the legacy and lasting effects of the civil rights movements of the 1960s and 1970s; explain their connections to current events and concerns.

In 2026-27, Required to offer a course on Ethnic Studies (see above).

Geography and Ethnic Studies - 9th grade and 10th grade (transitioning to 9th grade only starting 26-27).

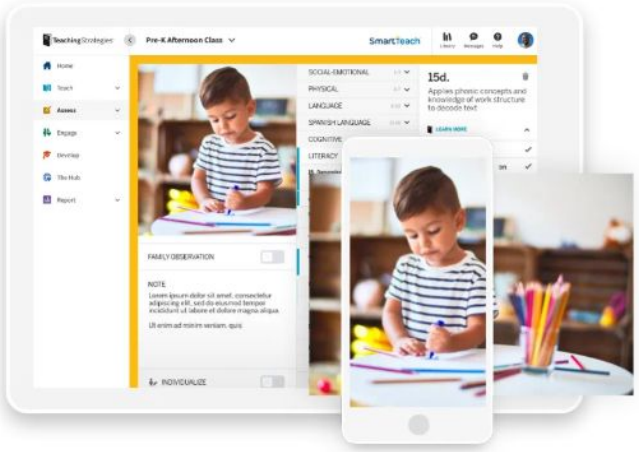
PreK- Creative Curriculum and TS Gold

The #1 Ranked Preschool Curriculum

The Creative Curriculum for Preschool empowers children to be confident, creative, and caring learners through play-based, hands-on investigations—a research-based approach that incorporates language, literacy, and mathematics throughout the day.

- nurture the whole child with the only skill progressions from birth to age 8
- connect families to what their children are learning
- provide support for teachers when and where they need it

PreK- Creative Curriculum and TS Gold



Connect the Dots Between Curriculum and Assessment

Amplify the power of The Creative Curriculum for Preschool by adding GOLD formative assessment. Capture observations in the moment and automatically connect assessment data to daily instructional resources, creating an instantaneous feedback loop for the teacher to effectively and easily individualize learning for each child.

NEXT On Curriculum Review Cycle…

Math Resource Adoption Update

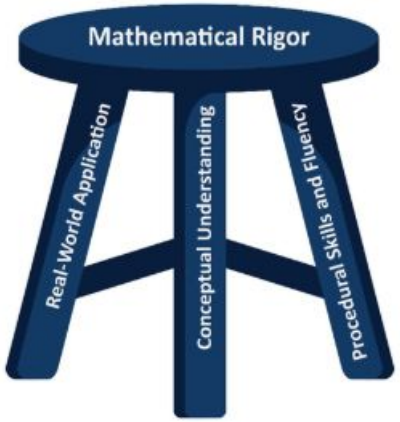
The 2022 Math Standards are OFFICIAL! At the end of March, the 2022 standards were officially adopted into rule.

These K-12 academic standards in mathematics need to be implemented in the 2027-28 school year.

We have focused efforts on training 2024-2025, will purchase resources next school year.

Mathematical Rigor

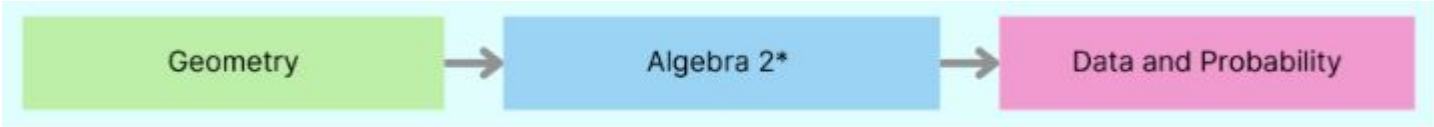
Application
Students identify the the appropriate concepts and skills to tackle **novel real world problems**



Conceptual Understanding
Students build a deep understanding of the **how** and **why** of mathematics

Procedural Skill and Fluency
Students develop **efficiency** and **accuracy** in computations.

- ✣ Minnesota Tribal Nations Contexts
- $ Financial Literacy Contexts
- # Computer Science Contexts
- μ Modeling Contexts
- ☼ Real World Contexts



Ready, Set, Thrive!

Thank you!

Since the levy was passed 6 years ago:

- Central has purchased and implemented new Science curriculum. (K-12)
- Central has purchased and implemented new ELA curriculum. (K-12)
- Central has purchased equipment and consumables for new Art courses. (6-12)
- Central has purchased workshop opportunities to implement STEAM. (P-5)
- Central has purchased and implemented new Social Studies curriculum. (K-12)
- Central has purchased new Phy Ed and Health instructional resources (6-12).
- Central has purchased online subscriptions for math practice and music supplements (K-12).
- **Central has purchased new Preschool Resources for and Teaching and Assessment.(PK)**

Ready, Set, Thrive!™
CENTRAL PUBLIC SCHOOLS
Hamburg • Norwood Young America • Cologne

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING IOwA AUTHORIZATION:

Identified Official with Authority for the External User Access Recertification System

Designation of Identified Official with Authority for the MDE External

User Access Recertification System.

The Minnesota Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with the MNIT Enterprise Identity and Access Management Standard which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA). The Board recommends to authorize Timothy Schochenmaier to act as the Identified Official with Authority (IOwA) Amy Groschen to act as the IOwA add remove names only for Central Public-School District 0108-01.

The motion for the adoption of the foregoing resolution was duly seconded by_____

and upon vote being taken thereon the following voted in favor thereof:

and the following voted again the same:

Whereupon said resolution was declared duly passed and adopted.

_____

Josh Kroells / Clerk

Date: May 19, 2025

2025-2026 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2025. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of _____ (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

(Designated School Board Member – please print)

(Designated School Representative – please print)

Email Address

Email Address

208.02 ACTIVITY REPRESENTATIVES

(Boys Sports – please print)

(Girls Sports – please print)

(Speech – please print)

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

(Board Member—please print)

(Student—please print)

(Parent—please print)

(Faculty Member—please print)

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: _____
(Clerk/Secretary - Local Governing Board)

Signed: *Signature required*
(Clerk/Secretary - Local Governing Board)
electronically through DocuSign

Date: _____

Print Name: _____
(Superintendent or Head of School)

Signed: *Signature required*
(Superintendent or Head of School)
electronically through DocuSign

Date: _____

Norwood-Young America School

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	p51132	59844		Wire	1	04034		PERA		No	Yes	No	05/20/2025	7,728.39
GEN1	p51132	59845		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	Yes	No	05/20/2025	48,521.48
GEN1	p51132	59846		Wire	1	05255		DEPTARTMENT OF THE TREASURY		No	Yes	No	05/20/2025	81,704.68
GEN1	p51132	59847		Wire	1	06027		COMMISSIONER OF REVENUE		No	Yes	No	05/20/2025	12,984.36
GEN1	p51132	59848		Wire	1	1439		DELTA DENTAL PLAN OF MN		No	Yes	No	05/20/2025	6,057.33
GEN1	p51132	59849		Wire	1	2260		AFLAC		No	Yes	No	05/20/2025	100.29
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GEN1	p51132	59852		Wire	1	5699		MN PUBLIC EMPLOYEES INSURANCE PR		No	Yes	No	05/20/2025	73,695.30
GEN1	p51132	59853		Wire	1	6821		WEX Health Inc.		No	Yes	No	05/20/2025	1,554.70
GEN1	P51126	59860		Wire	1	2468	R2	MASTERCARD - HARRIS BANK		No	No	No	05/28/2025	5,018.71
GEN1	P51126	59861		Wire	1	4091		MASTERCARD - HARRIS BANK		No	No	No	05/28/2025	14,753.54
GEN1	P51126	59920		Direct Pymt	1	00572		MENARDS INC		Yes	Yes	No	05/29/2025	475.27
GEN1	P51126	59921		Direct Pymt	1	1982		MN CLAY USA		Yes	Yes	No	05/29/2025	193.00
GEN1	P51126	59922		Direct Pymt	1	2325		TAHER, INC. - BIN# 135092		Yes	Yes	No	05/29/2025	66,268.75
GEN1	P51126	59923		Direct Pymt	1	3185		MARCO TECHNOLOGIES, LLC		Yes	Yes	No	05/29/2025	426.00
GEN1	P51126	59924		Direct Pymt	1	3468		PETERSON, LYNN		Yes	Yes	No	05/29/2025	296.10
GEN1	P51126	59925		Direct Pymt	1	3535		FOUR POINT 0 SCHOOL SERVICES		Yes	Yes	No	05/29/2025	239,981.59
GEN1	P51126	59926		Direct Pymt	1	5287		SOUTHWEST METRO INTERMEDIATE DIS		Yes	Yes	No	05/29/2025	52,936.50
GEN1	P51126	59927		Direct Pymt	1	6620		IDEAL ENERGIES SOLAR LEASING 2021 I		Yes	Yes	No	05/29/2025	450.75
GEN1	P51126	59928		Direct Pymt	1	6722		HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	Yes	No	05/29/2025	2,960.78
GEN1	P51126	59929		Direct Pymt	1	6973		BIFFS, INC.		Yes	Yes	No	05/29/2025	904.00
GEN1	P51126	59930		Direct Pymt	1	7007		FREEDOM SECURITY AND SURVEILLANC		Yes	Yes	No	05/29/2025	468.75
GEN1	P51126	59931		Direct Pymt	1	7404		ARROWHEAD REGIONAL COMPUTING C		Yes	Yes	No	05/29/2025	2,089.00
GEN1	P51126	59932		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	05/29/2025	2,941.92
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GEN1	P51126	59935		Wire	1	2728		BREMER BANK, NA28		No	Yes	No	05/29/2025	89.60
GEN1	P51126	59936		Wire	1	6605		ELEYO		No	Yes	No	05/29/2025	2,563.39
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GEN1	P51231	59938		Wire	1	04034		PERA		No	No	No	06/05/2025	7,920.36
GEN1	P51231	59939		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	06/05/2025	82,662.48
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GEN1	P51231	59941		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	06/05/2025	27,452.06
GEN1	P51231	59942		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	No	No	06/05/2025	10,424.85
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GEN1	P51226	60023		Direct Pymt	1	2325		TAHER, INC. - BIN# 135092		Yes	No	No	06/12/2025	48,301.43
GEN1	P51226	60024		Direct Pymt	1	3185		MARCO TECHNOLOGIES, LLC		Yes	No	No	06/12/2025	426.00
GEN1	P51226	60025		Direct Pymt	1	3468		PETERSON, LYNN		Yes	No	No	06/12/2025	360.00
GEN1	P51226	60026		Direct Pymt	1	3535		FOUR POINT 0 SCHOOL SERVICES		Yes	No	No	06/12/2025	60,742.44
GEN1	P51226	60027		Direct Pymt	1	5287		SOUTHWEST METRO INTERMEDIATE DIS		Yes	No	No	06/12/2025	8,605.92
GEN1	P51226	60028		Direct Pymt	1	6412		AVIBEN		Yes	No	No	06/12/2025	141.72
GEN1	P51226	60029		Wire	1	5002		WASTE MANAGEMENT OF WI-MN		No	No	No	06/12/2025	4,079.58
GEN1	P51226	60030		Wire	1	6605		ELEYO		No	No	No	06/12/2025	2,665.81
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GEN1	p51232	60039		Wire	1	4164		MN STATE RETIREMENT SYST (Empower)		No	No	No	06/20/2025	18,412.94
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GEN1	p51132	59856	44887	Check	1	06032		MINNESOTA SCHOOL EMP ASSOC		Yes	Yes	No	05/20/2025	378.95
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GEN1	p51132	59854	44889	Check	1	00808		NCPERS Group Life Ins.		Yes	No	No	05/20/2025	16.00
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GEN1	P51126	59915	44895	Check	1	7408		BRUCKELMYER, GRETA		Yes	No	No	05/29/2025	38.00
GEN1	P51126	59890	44896	Check	1	4946		BSN SPORTS LLC		Yes	No	No	05/29/2025	1,141.53
GEN1	P51126	59876	44897	Check	1	3213		CENTURYLINK		Yes	No	No	05/29/2025	139.05
GEN1	P51126	59910	44898	Check	1	7402		CHARACTERSTRONG		Yes	No	No	05/29/2025	2,999.00
GEN1	P51126	59873	44899	Check	1	2382		CITY OF COLOGNE		Yes	No	No	05/29/2025	87.36

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	P51126	59916	44900	Check	1	7409		CRUSE, ALLISON		Yes	No	No	05/29/2025	394.10
GEN1	P51126	59863	44901	Check	1	00096		CURSON, JODI		Yes	No	No	05/29/2025	674.09
GEN1	P51126	59874	44902	Check	1	2721		DASHIR MANAGEMENT SERVICES INC		Yes	No	No	05/29/2025	49,610.13
GEN1	P51126	59900	44903	Check	1	6910		FASCHING, JANE		Yes	No	No	05/29/2025	292.40
GEN1	P51126	59879	44904	Check	1	3639		FOX, DARRIN		Yes	No	No	05/29/2025	45.37
GEN1	P51126	59875	44905	Check	1	2947		FRANCK, NIKOLAS		Yes	No	No	05/29/2025	115.00
GEN1	P51126	59887	44906	Check	1	4604		FRITZ, BRIAN		Yes	No	No	05/29/2025	110.00
GEN1	P51126	59895	44907	Check	1	6257		GESINGER, JULIE		Yes	No	No	05/29/2025	3.25
GEN1	P51126	59889	44908	Check	1	4852		GRALAPP, CRAIG		Yes	No	No	05/29/2025	115.00
GEN1	P51126	59898	44909	Check	1	6734		GRUNDHOFER, MARK		Yes	No	No	05/29/2025	230.00
GEN1	P51126	59905	44910	Check	1	7130		GUSTAVUS ADOLPHUS COLLEGE		Yes	No	No	05/29/2025	1,000.00
GEN1	P51126	59893	44911	Check	1	5876		HALLER, PETE		Yes	No	No	05/29/2025	330.00
GEN1	P51126	59882	44912	Check	1	3965		HINGST, LEE		Yes	No	No	05/29/2025	110.00
GEN1	P51126	59908	44913	Check	1	7368		HOME SOLUTIONS		Yes	No	No	05/29/2025	277.96
GEN1	P51126	59917	44914	Check	1	7410		HUTCHINS, ALLISON		Yes	No	No	05/29/2025	104.05
GEN1	P51126	59867	44915	Check	1	1442		IMPERIAL DADE		Yes	No	No	05/29/2025	1,355.42
GEN1	P51126	59864	44916	Check	1	01819		ISD #111- WATERTOWN-MAYER SCHO		Yes	No	No	05/29/2025	150.00
GEN1	P51126	59914	44917	Check	1	7407		KNOPIK, BUFFY		Yes	No	No	05/29/2025	45.95
GEN1	P51126	59901	44918	Check	1	6971		KROELLS, LAURA		Yes	No	No	05/29/2025	14.75
GEN1	P51126	59886	44919	Check	1	4559		LAGERGREN, CHRIS		Yes	No	No	05/29/2025	200.00
GEN1	P51126	59865	44920	Check	1	03166		LAGERGREN, MARK		Yes	No	No	05/29/2025	50.00
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GEN1	P51126	59909	44922	Check	1	7396		LIPKE, GRACE		Yes	No	No	05/29/2025	220.00
GEN1	P51126	59862	44923	Check	1	00067		LUDFORD, CHRISTINE		Yes	No	No	05/29/2025	149.90
GEN1	P51126	59883	44924	Check	1	4089		MASBERG, JOHN		Yes	No	No	05/29/2025	115.00
GEN1	P51126	59869	44925	Check	1	1606		MAYER LUMBER CO, INC		Yes	No	No	05/29/2025	85.96
GEN1	P51126	59880	44926	Check	1	3908		MESIK, JAMES		Yes	No	No	05/29/2025	39.31
GEN1	P51126	59884	44927	Check	1	4329		MIDWEST SPECIAL INSTRUMENTS		Yes	No	No	05/29/2025	240.00
GEN1	P51126	59881	44928	Check	1	3910		MN ASSOC. OF AG EDUCATORS		Yes	No	No	05/29/2025	385.00
GEN1	P51126	59913	44929	Check	1	7406		NEUBARTH, KIM		Yes	No	No	05/29/2025	64.60
GEN1	P51126	59891	44930	Check	1	5714		NORTHSIDE GRILL		Yes	No	No	05/29/2025	465.00
GEN1	P51126	59919	44931	Check	1	7412		OAK, KEEGAN		Yes	No	No	05/29/2025	84.75
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GEN1	P51126	59897	44933	Check	1	6633		POPP, RANDY		Yes	No	No	05/29/2025	220.00
GEN1	P51126	59871	44934	Check	1	1917		RAUCH, DAVID		Yes	No	No	05/29/2025	206.50
GEN1	P51126	59877	44935	Check	1	3550		REGION 2A MSHSL		Yes	No	No	05/29/2025	6,555.00
GEN1	P51126	59866	44936	Check	1	05604		RIDGEVIEW MEDICAL CENTER		Yes	No	No	05/29/2025	270.00
GEN1	P51126	59870	44937	Check	1	1880		ROISUM, DENNIS		Yes	No	No	05/29/2025	230.00
GEN1	P51126	59904	44938	Check	1	7094		ROTO-ROOTER SERVICES COMPANY		Yes	No	No	05/29/2025	536.00
GEN1	P51126	59903	44939	Check	1	7083		SCHOLASTIC BOOK FAIRS		Yes	No	No	05/29/2025	1,237.69
GEN1	P51126	59918	44940	Check	1	7411		SCHOOL BOARD SUPPORT SERVICES		Yes	No	No	05/29/2025	795.00
GEN1	P51126	59899	44941	Check	1	6748		SCHRADER, JEFF		Yes	No	No	05/29/2025	115.00
GEN1	P51126	59872	44942	Check	1	2125		SCHRUPP, JENNA		Yes	No	No	05/29/2025	8.40
GEN1	P51126	59912	44943	Check	1	7405		SCHUTTE, SARA		Yes	No	No	05/29/2025	27.60
GEN1	P51126	59911	44944	Check	1	7403		SOCIAL CLUB SIMPLE		Yes	No	No	05/29/2025	15.00
GEN1	P51126	59894	44945	Check	1	6108		SPRENGELER, TRISTIN		Yes	No	No	05/29/2025	43.80
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GEN1	P51226	59967	44975	Check	1	4339		DOOR POWER, INC.		Yes	No	No	06/12/2025	755.00

Norwood-Young America School
Payment Reg by Bank and Check

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GEN1	P51226	60007	44980	Check	1	7302		FUNTIMEFUNKTIONS		Yes	No	No	06/12/2025	675.00
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GEN1	P51226	59986	44982	Check	1	6468		GARCIA-SANCHEZ, FLORMIRA		Yes	No	No	06/12/2025	225.00
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Bank Total: $1,507,975.74

Report Total: $1,507,975.74

June 5-2025 PAYROLL

GROSS PAY	$580,442.04
FEDERAL TAX	(65,841.00)
MN STATE TAX	(27,452.06)
OASDI	(34,919.62)
MEDICARE	(8,166.72)
PERA	(3,677.31)
TRA	(38,826.37)
ANNUITIES	(5,660.50)
FLEX	(17,273.19)
VOLUNTARIES	(1,925.54)
NET PAYROLL	$376,699.73

June 20-2025 PAYROLL

GROSS PAY	$282,854.88
FEDERAL TAX	(20,370.15)
MN STATE TAX	(9,916.36)
OASDI	(16,470.14)
MEDICARE	(3,851.76)
PERA	(2,543.96)
TRA	(18,218.86)
ANNUITIES	(5,660.25)
FLEX	(17,208.19)
VOLUNTARIES	(1,641.84)
NET PAYROLL	$186,973.37

2024-25 Superintendent Evaluation

Please highlight the score under the four areas for Tim's evaluation. Or just email the header and a score to Shelby.

Budget Development and Maintenance (ongoing goal)			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives	Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives	Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district	Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs

School Safety and Security			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and	Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities	Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills	No plan has been developed to assure school district buildings and grounds are safe and secure

techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities			

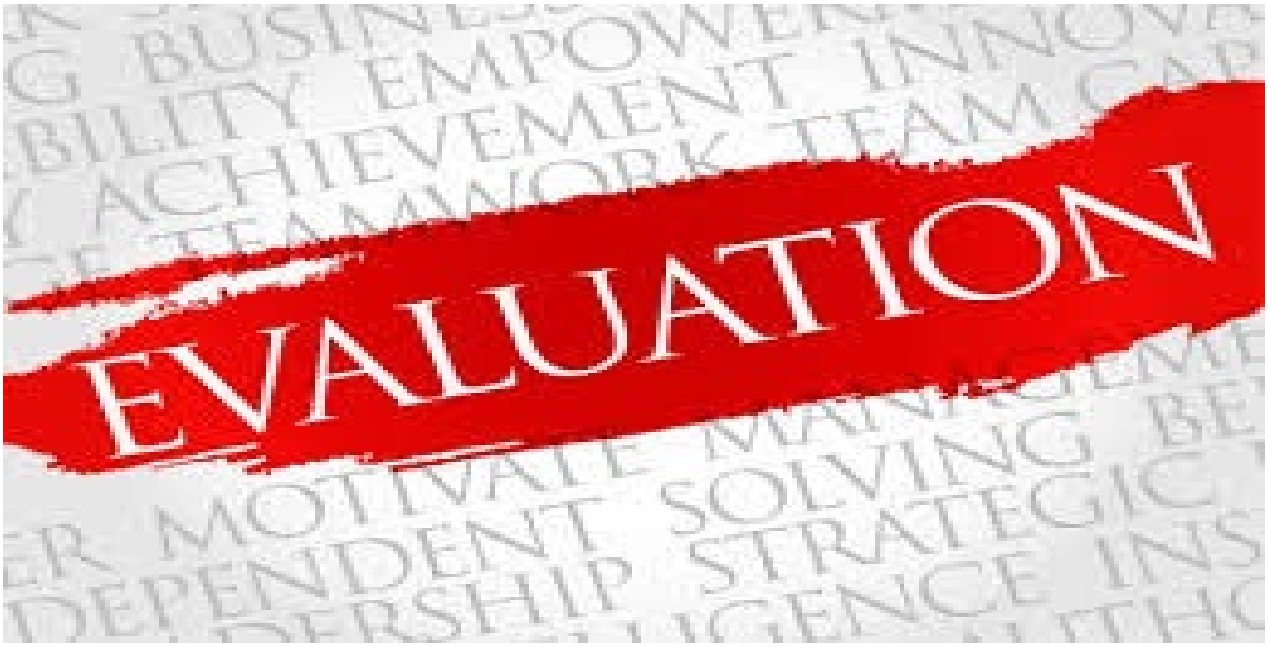
Human Resources Management			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district	Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed	Assures evaluations are completed, but are consistent or not in compliance with state law	No performance evaluation system in place; evaluations not completed as required by state law

Teaching and Learning: Staff Development			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs	Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities	A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities	No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement

fit school district-specific plan, goals, and priorities and focus on increasing student achievement	targeted toward staff growth and increasing student achievement		

A Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members and Superintendents



MINNESOTA SCHOOL BOARDS ASSOCIATION
Where School Boards Learn to Lead

MASA
Minnesota Association of School Administrators

Revised: July 2022

Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members and Superintendents

Minnesota School Boards Association
Minnesota Association of School Administrators

INTRODUCTION

This guide, along with the supporting resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

The resources referenced in this document were developed jointly by staff of the Minnesota School Boards Association (MSBA) and staff and officers of the Minnesota Association of School Administrators (MASA).

The basis for all resources are the Program Requirements for All Administrative Licenses, Subparts "1" and "2" (Minnesota Rules 3512.0510).

FOR MORE INFORMATION

MSBA
Kirk Schneidawind, Executive Director
Phone: 800-324-4459 or
507-934-2450
Email: kschneidawind@mnmsba.org

MASA
Deb Henton, Ed.D., Executive Director
Phone: 651-645-6272 or
651-439-7719 (cell)
Email: deb.henton@mnasa.org

PREFACE

Effective school boards recognize that hiring the right superintendents to lead and manage the school districts they serve is one of their most important duties. Delegating authority and holding the superintendent accountable are vital. Effective school boards also know that they have a duty to themselves and their communities to determine whether the authority delegated to the superintendents is being used as intended. As a result, evaluating the superintendent's performance should be a major focus of the school board and, by extension, the superintendent.

The Superintendent Evaluation: A Resource for School Board Members and Superintendents (Resource) is divided into three parts as outlined in the Table of Contents. Part 1 provides basic information to help school board-superintendent teams gain knowledge of evaluation principles and holding a closed meeting for superintendent evaluation. Part 2 provides a three-step process for establishing an evaluation that includes both performance goals and standards of performance and information about holding the mid-year and end-of-year evaluations. Part 3 includes examples of evidence of superintendent performance (such as documents, communications, etc.), sample evaluation forms, and a copy of Minnesota Rules 3512.0510.

The information in this Resource provides a framework for effective superintendent evaluations. School board and superintendent teams may choose to focus on establishing a goals-based evaluation; others may choose to develop a hybrid that includes a limited number of performance goals and standards of performance; others may choose a different model or opt to continue using the tool(s) and processes they are currently using. Whichever option the school board-superintendent team selects, the most important consideration is to commit to holding at least an annual evaluation of the superintendent's performance.

Before beginning to read the content of this Resource, two terms used throughout this document should be explained. From this point, the phrase, "performance standard," is a written criteria against which a superintendent's work is assessed to determine growth and/or functioning. While the superintendent's job description lays out what must be done, performance standards provide the superintendent with specific expectations for each job duty. The phrase, "performance goal," is a statement that describes the desired outcome(s) of the superintendent's work. Performance goals are job specific, measurable, and should support the school district's mission, vision, and beliefs.

Finally, training for both the school board and superintendent is suggested prior to implementing the tool.

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OVERVIEW OF PART 1

Part 1: Evaluation Overview

1. Evaluation Overview
    - Reasons to Evaluate the Superintendent
    - Components of a Comprehensive Superintendent Evaluation
    - How to Evaluate Objectively and Fairly
2. Timeline for Superintendent Evaluation
3. Closed Meeting for Superintendent Evaluation
4. Superintendent Job Description

PART 1: EVALUATION OVERVIEW

1. Reasons to Evaluate the Superintendent

Evaluation of a superintendent's performance is one of a school board's most important responsibilities. A school board's evaluation of its superintendent is an inherent managerial right unless negotiated away.

Wise school boards avoid limiting the school board's inherent managerial rights in the superintendent's employment contract. Each school board member should review the superintendent's employment contract to determine the evaluation-related provisions, if any, that may be included.

Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school board-superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for satisfying the public's desire for accountability.

DO	DON'T
Collaborate with the superintendent on expectations, process, and timeline	DON'T expect either the school board or the superintendent to manage the evaluation alone
Develop an effective process for the *entire* school board to engage in the evaluation	DON'T appoint a school board committee or a single school board member to conduct the evaluation
Develop agreed-upon ratings along with written commentary, feedback, and recommendations to the superintendent	DON'T provide **only** the agreed-upon ratings
Compile one final evaluation summary so that the school board speaks with one voice	DON'T prepare separate, individual evaluations from each school board member
Allow time for the school board to discuss the results and for the superintendent to give input and respond to the evaluation	DON'T conduct the evaluation as a one-way communication from the school board to the superintendent

2. Elements of a Comprehensive Superintendent Evaluation

Principle	Rationale
Provide opportunities for personal and professional development	Successful evaluation processes must address the whole person and be oriented toward continuous improvement
Focus on improving performance (not proving incompetence)	An effective evaluation process is based on providing feedback for growth, not on finding shortcomings. A school board may use evaluation for the purpose of termination, but doing so should not be the focus or priority
Provide legal, realistic, accurate, useful, and measurable criteria that reflect the competencies in Minnesota Rules 3512.0510	Evaluation criteria should incorporate these qualities
Create an ongoing process connected to school district and school improvement goals and/or performance standards	Evaluation is a process, not a once-a-year conversation; it must be embedded in the school district's goals and plans
Connect the school district's goals with the community's vision for its schools	Goals must reflect the community's hopes for its public schools and students
Link evaluation to academic, social, and emotional growth of all school district students	Accountability should include multiple measures of student learning
Recognize the importance of superintendent leadership to facilitate a better quality of life for all inside the school community and in the community at large	The superintendent's work must be concerned with shaping the community's future and having a positive effect upon people's lives

3. How to Evaluate Objectively and Fairly

While every evaluation process includes some subjectivity, effective tools and procedures will make the process more objective. The components below will help create a quality evaluation process.

Documentation

An evaluation is more than a checklist: deciding whether expectations are met requires careful consideration of documented evidence. School board members and the superintendent should work together to reach consensus on the evidence to be used, keeping in mind that school districts already produce a variety of annual reports, curriculum studies, budget printouts, contracts, meeting minutes, and more—all of which may be used to document a superintendent's progress and accomplishments related to established goals and/or performance standards.

Criteria and Ratings

An effective evaluation requires that school board members rate performance by using criteria that are mutually agreed upon, understandable, realistic, and measurable.

Written Comments

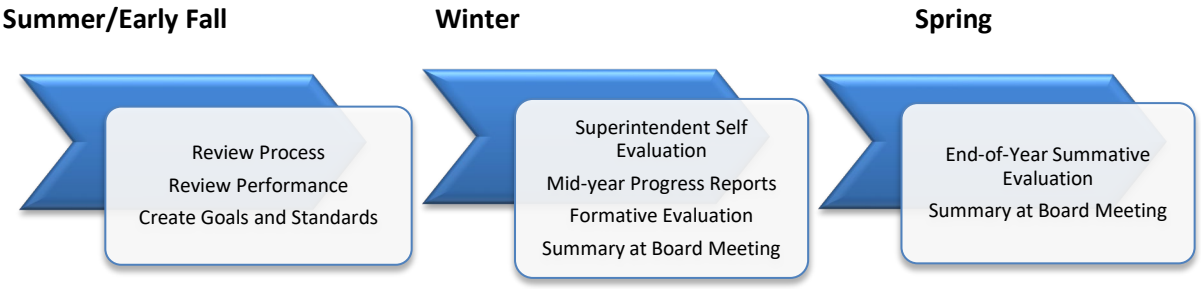
Written comments offer school board members the opportunity to provide specific constructive praise and criticism. They provide the superintendent with useful information that can be used for continuous improvement.

Evaluation Conferences

Face-to-face meetings between a school board and its superintendent are useful to (a) discuss evaluation criteria; (b) establish goals and select performance standards; (c) determine the evaluation instrument, rating scale, and process; and (d) present supporting evidence and discuss the results of the school board's mid-year formative and year-end summative evaluations.

School boards must comply with Minnesota's Open Meeting Law (Minnesota Statutes Chapter 13D), the Minnesota Government Data Practices Act (MGDPA) (Minnesota Statutes Chapter 13), and other privacy laws. MSBA/MASA Model Policies 205 and 206, MSBA Service Manual Chapter 13 and Law Bulletins C and I, and the Minnesota Office of the Revisor of Statutes offer additional guidance. Please also see *Closed Meeting for Superintendent Evaluation* on page 7.

4. Timeline for Superintendent Evaluation



Summer/Early Fall

- School board and superintendent **review** job description, the evaluation process, form(s), and timelines.

- **Identify acceptable supporting documents**, information, evidence, and data to be used to measure performance.

- School board and superintendent **create goals and/or identify standards** based on school district priorities and that are measurable and achievable in twelve months. If no agreement can be reached, the school board's determination prevails as it is the superintendent's employer.

Winter

- During a school board meeting, the school board chair and superintendent **review evaluation process and forms** with new school board members. Private data may not be shared with new school board members until after they officially take office.

- Superintendent may complete a **self-evaluation**, with supporting documents, to be provided to the school board. The data used to create a self-evaluation is the superintendent's sole property and is shared with the school board only if the superintendent chooses to do so.

- Superintendent makes **mid-year progress reports** to the school board related to the goals and standards.

- Prior to the superintendent's **mid-year formative evaluation**, each school board member receives the mid-year evaluation form, including the evaluation criteria (goals and standards).

  A formative evaluation may include informal or formal assessment of current practice and should offer feedback suited to improve future performance.

- School board members **prepare to discuss the superintendent's performance** for each goal and/or standard. The school board may request an opportunity to prepare without the superintendent's presence, but the school board cannot exclude the superintendent.

- At the **formative evaluation meeting**, the school board chair leads the school board's review of the superintendent's performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.

    - The school board members share assessments of the superintendent's formative evaluation performance.

    - The superintendent may offer clarification and/or progress reports on goals and/or standards.

    - The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.

- At the next open meeting, the school board **summarizes its conclusions** regarding the formative evaluation, in compliance with Minnesota's Open Meeting Law.

- The **formative evaluation is attached to the summative evaluation** when it is completed. Both documents are placed in the superintendent's personnel file.

Spring

- Each school board member **receives the end-of-year summative evaluation form** and the evaluation criteria.

- The school board members **prepare to discuss the superintendent's performance** on each goal and/or standard. The school board may request an opportunity to prepare for the summative evaluation without the superintendent's presence, but the school board cannot exclude the superintendent.

- At the **evaluation meeting**, the school board chair leads the school board's review of the superintendent's performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.

    - The school board members share their assessments of the superintendent's summative evaluation performance.

      A summative evaluation is a formal evaluation that is based on all evidence collected throughout the evaluation process. The superintendent receives an overall performance rating and the evaluation is placed in the superintendent's personnel file.

    - The superintendent may provide clarification and/or progress reports on the goals and/or standards.

    - The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.

- At the next open meeting, the school board **summarizes its conclusions** regarding the summative evaluation, in compliance with Minnesota's Open Meeting Law.

- The **final written summative evaluation form** is placed in the superintendent's personnel file.

5. Closed Meeting for Superintendent Evaluation

A school board may evaluate the superintendent's performance in a closed meeting. The following steps must be taken:

a) The school board **provides proper notice** to hold a meeting to evaluate the superintendent

b) The school board **meets in open session** pursuant to the notice.

c) A school board member **moves to close the meeting** for the purpose of evaluating the superintendent. This motion must be seconded and a majority vote of the school board members present must support the motion before the school board moves into closed session.

   - **NOTE**: If the superintendent requests that the evaluation meeting be open, the school board cannot meet in closed session. The evaluation must then be conducted in open session.
   - **NOTE**: the superintendent has the right to attend the closed meeting.

d) The school board **proceeds to the closed meeting** to evaluate the superintendent.

e) After the school board completes its closed meeting, it must **return to open session**. The school board can proceed with the open meeting or it can move to adjourn.

f) The school board chair **prepares a summary** of the school board's conclusions regarding the superintendent's evaluation. The summary must summarize each specific, salient point of the evaluation and be more detailed than a statement that strengths and weaknesses or areas of growth were identified. The summary must give enough information so that a reasonable person would know what occurred without disclosure of private data.

   The summary should include:
   - The closed meeting date;
   - The names of attendees;
   - The performance areas that were reviewed, including
     - Whether expectations were met
     - Areas of strength
     - A summary statement of each goal
     - Areas of concern, if any (<u>do not</u> include specific personnel data that led to the concern)

g) **At its next open meeting**, the school board provides the summary of its conclusions regarding the superintendent's evaluation. The 'next open meeting' applies regardless of the type of meeting (such as a regular meeting, special meeting, work session, work study, etc.). If the next meeting is a special meeting, the school board should ensure that the special meeting notice includes the superintendent evaluation summary in the purpose of the special meeting notice and on the special meeting agenda.

The written summary should be read aloud at the meeting. Copies of the written summary should be given to the school board members at the meeting. A copy must be available at the open meeting for the public to review. The summary should be reflected in the meeting minutes.

6. Superintendent Job Description

To be effective, a superintendent must focus on meeting the regular, ongoing responsibilities that make the school district function effectively and efficiently. The superintendent must have a clearly defined job description to ensure that the school board and superintendent share a common understanding of roles and ongoing responsibilities.

The job description should be grounded in the competencies identified in Minnesota Rules 3512.0510, address the school district's specific needs, and be revisited regularly to ensure that the description accurately describes the full scope of the superintendent's roles and responsibilities. The job description must be consistent with the school board's vision, mission, and goals.

Sample Superintendent Job Description

General Position Description

The superintendent is the chief executive officer of the school district, an advisor to the school board and is directly accountable to the school board.

The superintendent is responsible for guiding and directing all school district operations and activities and for informing the school board of all needs related to the school district's current and future operations. The superintendent shall recommend policies to the school board and shall be responsible for implementing, interpreting, and executing polices that the school board has adopted.

Specific Duties

The superintendent shall

- Provide leadership for educational programs, staff development programs, and curriculum development to provide all the school district's students the best possible learning opportunity and environment;
- Inform and advise the school board about programs, practices, and problems and keep the school board informed of the activities operating under the school board's authority;
- Explain the school district's educational needs to the school board, recommend necessary new and/or revised policies and staffing changes for school board action;
- Serve as a liaison between the school district and the community; respond to concerns of parents, students, residents, and staff to increase understanding of policies and practices and to keep them informed of and involved in school district activities;
- Oversee school district financial operations and prepare, present, and recommend a budget;
- Communicate employee proposals to the school board, recommend adjustments to employee policies and salary structures as appropriate, and manage all employee contracts and policies;
- Develop and maintain a comprehensive strategic planning process, which includes short- and long-term planning and development of school district and instructional goals;

- Establish and maintain working relationships with agencies and organizations outside the school district to promote the school district's best interests through contact with legislators, local government leaders, other superintendents, businesses, and others.
- Maintain and improve effective school board-superintendent relationships by participating in joint seminars and training sessions;
- Delegate responsibility and authority to school district employees as appropriate and define the authority and responsibilities of and effectively evaluate middle managers;
- Complete all required state and federal reports in a timely manner; and
- Assume ultimate responsibility for all aspects of the school district's operation.

OVERVIEW OF PART 2

Part 2: Developing a Goals- and Standards-based Evaluation and Process

1. Establish goals and selecting standards

    - Standard 1: Governance Team
    - Standard 2: School District Finances
    - Standard 3: Communication and Community Relations
    - Standard 4: School District Operations
    - Standard 5: Human Resources
    - Standard 6: Teaching and Learning
    - Standard 7: Student Support
    - Standard 8: Ethical and Inclusive Leadership

2. Schedule and hold a mid-year evaluation

    - Preparing for the mid-year and end-of-year evaluation meetings

3. Schedule and hold an end-of-year summative evaluation meeting

    - Tips for Conducting a Fair and Objective Evaluation Meeting

PART 2: DEVELOPING A GOALS- AND STANDARDS-BASED EVALUATION

Planning is essential to developing an effective goals- and standards-based evaluation. A goal establishes shared expectations for the superintendent's individual job performance. Standards focus on objectives the school district is directed toward. Goals- and standards-based evaluations are important because they help communicate expectations to the superintendent regarding individual improvement and district-level aspirations.

To set goals and standards, the school board must decide how the superintendent should spend the bulk of his or her time to help the school district meet its strategic priorities and goals. The school board and superintendent team must decide the areas that are most in need of the superintendent's attention.

The school board and superintendent are encouraged to develop the evaluation criteria and processes that meet their school district's needs. A hybrid approach that includes a limited number of performance goals and standards may be most helpful to the school board and superintendent. The process of setting performance goals, selecting the standards, and conducting the evaluation can be divided into three steps:

Step 1: Establish goals and standards
Step 2: Schedule and hold a mid-year formative evaluation meeting
Step 3: Schedule and hold an end-of-year summative evaluation meeting

Each step of the process is outlined below.

Step 1: Establish Goals and Select Standards

The school board and superintendent establish two or three district-focused goals and one or two professional development goals for the superintendent. The goals should be clearly aimed at improving student learning, the climate for student learning, and other specific areas of operational oversight. The goals detail expectations for the superintendent to accomplish during the next twelve months, understanding that circumstances may necessitate modifications during the year. Minnesota Rules 3512.0510, which can be helpful in setting superintendent goals, can be found beginning on page A-10.

When possible, measurable progress indicators (the evidence the school board expects to receive from the superintendent for use in determining whether the goals have been accomplished) should be mutually agreed upon by the school board and superintendent. Each measurable progress indicator should be clear, understood by both the school board and superintendent, and recorded under the goal. The sample document found on page A-1 details two possible superintendent goals and evidence associated with each goal.

Once the goals have been selected and the relevant evidence is identified, the school board and superintendent work together to identify standards to be assessed based on the school district's strategic goals and priorities. Each standard includes specific elements that further define the superintendent's responsibilities within the standard. The level of performance is progressive in nature and moves from ineffective to highly effective.

Each year, select two or three standard(s) and all or some of the elements within the selected standard(s). A standard may support (an) established superintendent goal(s), school district goal(s), or a clearly defined operational or organizational area of focus. A list of eight possible standards and associated elements is provided below. A sample completed evaluation form that includes both goals- and standards-based criteria can be found beginning on page A-4. Evidence of performance should also be identified.

Standard	Elements
Governance Team	• Roles and Responsibilities • Goals and/or Strategic Plan • Policy Implementation • Information for Decision-Making • School Board Questions and Development
School District Finances	• Budget Development and Maintenance • Financial Statements • Financial Controls • Bond and Levy • Asset Protection
Communication and Community Relationships	• Relationship with the Community • Engagement • Informs the Community as a Whole • Advocacy • Media • Visibility and Approachability
School District Operations	• Facilities • Transportation • Food Service • Technology • Maintenance • Personnel
Human Resources	• Internal Communications • Personnel Concerns • Delegation of Duties • Visibility and Approachability • Hiring and Staff Development • Collective Bargaining and Union Relations • Evaluation
Teaching and Learning	• Staff Development • School Improvement • Curriculum and Instruction • Professional Knowledge of Teaching and Learning • Culture of Cooperation
Student Support	• Student Engagement and Feedback • Student Attendance • Support for Students • Student Discipline • Culture of Cooperation • School Safety and Security • Emotional Health and Social Needs
Ethical and Inclusive Leadership	• Ethics and Professional Behavior • Interactions with Staff, Students, and Community • Professional Practice • Diverse Communities • Cultural Competency • Equity Plan Implementation

Standard 1. Governance Team				
Element 1.a. Roles and Responsibilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear	*Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities*	*Articulates and adheres to the roles and responsibilities of the school board and superintendent*	*Does not articulate or adhere to the roles and responsibilities of the school board and superintendent*	
Element 1.b. Goals and/or Strategic Plan				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals	*Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals*	*Goals have been developed but no overall plan or alignment of resources exists*	*Goals are not developed.*	
Element 1.c. Policy Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process	*Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making*	*Occasionally acts without following school board policy*	*Does not follow or rely on school board policy. Uses personal discretion in decision-making*	
Element 1.d. Information for Decision-Making				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations	*Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations*	*Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective*	*Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information*	
Element 1.e. School Board Inquiries and Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols	*School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time*	*School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed*	*School board questions are rarely answered. Does not promote school board development. No communication protocols exist*	

Standard 2. School District Finances				
Element 2.a. Budget Development and Maintenance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives	*Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives*	*Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district*	*Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs*	
Element 2.b. Financial Statements				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes	*Regularly reports to the school board concerning budget and financial status*	*Reports status of financial accounts as requested by school board*	*Does not report financial information to school board other than annual audit*	
Element 2.c. Financial Controls				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances	*Is current with general and state accounting procedures; maintains internal controls*	*Uses annual audit to reveal discrepancies; internal controls are inconsistent*	*Annual audit reveals areas in need of improvement; financial accounts are not in order*	
Element 2.d. Bond and Levy Campaigns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities	*Helps school board develop community engagement strategies that build support for levies and bonds*	*Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner*	*Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns*	
Element 2.e. Asset Protection				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs	*Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals*	*Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities*	*Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful*	

Standard 3. Communication and Community Relationships				
Element 3.a. Relationships with the Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.	*Creates relationships with public and private sectors*	*Reluctantly seeks some relationships with public or private sectors*	*Has no relationships with public and private sectors and shows no interest in pursuing partnerships*	
Element 3.b. Engagement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process	*Solicits input from select external groups and individuals*	*Very rarely seeks input from external groups and individuals*	*Demonstrates lack of regard for input and influence of external groups and individuals*	
Element 3.c. Informs the Community as a Whole				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities	*Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities*	*Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities*	*Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities*	
Element 3.d. Advocacy				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions	*Assumes leadership role through numerous contacts with government officials to protect and promote students' interests*	*Engages with government officials to protect students' interests*	*Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interests*	
Element 3.e. Media				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Actively engages media; maintains professionalism with media; seeks to promote school district in media and community	*Is cooperative with media; seeks to promote school district in media*	*Passively and reluctantly communicates with media*	*Does not communicate with community*	
Element 3.f. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Is visible and approachable by members of the community; attends many and varied events	*Is visible and approachable by community; attends some events.*	*Attends few events and is seldom approachable by community*	*Is neither visible nor approachable by community*	

Standard 4. School District Operations				
Element 4.a. Facilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding	*Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future*	*Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis*	*Facilities management plan is not created; maintenance is performed only when absolutely needed*	
Element 4.b. Transportation*				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed	*Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed*	*Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed*	*Transportation department operates haphazardly without long-range plan for replacing school district vehicles as needed*	
Element 4.c. Food Service**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards	*Ensures food service operates efficiently and effectively most of the time and that meals meet government standards*	*Food service operates with a deficit; meals meet government standards*	*Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing*	
Element 4.d. Technology				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure	*Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure*	*Technology plan in place, but no replacement plan for hardware, software, and infrastructure*	*No technology plan in place; no replacement plan for hardware, software, and infrastructure*	
Element 4.e. Maintenance***				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures maintenance department operates efficiently and effectively and has a system for reporting and/or handling work orders in timely manner; schedule for maintenance is in place and is followed	*Ensures maintenance department operates efficiently and effectively most of the time; most work orders are completed in timely manner*	*Maintenance department operates on day-to-day basis, with no system for reporting and/or handling work orders*	*Maintenance department operates haphazardly with no system for reporting and/or handling work orders*	
Element 4.f. Personnel				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures sites are staffed appropriately; staff receive on-going professional development	*Most sites are staffed appropriately; staff receive on-going professional development*	*Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used*	*Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized*	

** Note 4.b.: Safety is a concern regardless of whether the school district operates its own transportation services or contracts with an outside vendor.*

***Note 4.c.: Providing nutritious meals is important regardless of whether the school district operates its own food service or contracts with an outside vendor.*

****Note 4.e.: School district facilities and grounds management is important regardless of whether the school district operates its own maintenance programming or contracts with an outside vendor.*

Standard 5. Human Resources				
Element 5.a. Internal Communications				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input	*Keeps staff informed of most important matters and seeks input annually*	*Inconsistently keeps staff informed of important matters*	*Lacks specific system to inform staff of important matters or fails to seek input*	
Element 5.b. Personnel Concerns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies	*Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality*	*Establishes policies and procedures, but does not implement them consistently*	*Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency*	
Element 5.c. Delegation of Duties *				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills	*Delegates responsibility to appropriate staff*	*Is reluctant to place much authority or decision-making with key staff*	*Tightly controls decisions made within administrative team*	
Element 5.d. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies	*Is visible and approachable by staff; visits buildings and/or classrooms*	*Seldom visits buildings; attends few building events and activities; is not approachable*	*Is neither visible nor approachable by staff; is isolated from staff*	
Element 5.e. Hiring and Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind	*Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff*	*Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently*	*No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff*	
Element 5.f. Collective Bargaining**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Assists school board in preparing for and conducting negotiations	*Is proactive in preparing for collective bargaining by sharing appropriate information*	*Accepts that collective bargaining is necessary and may be challenging*	*Does not seek to understand and/or improve collective bargaining*	
Element 5.g. Evaluation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district	*Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed*	*Assures evaluations are completed, but are consistent or not in compliance with state law*	*No performance evaluation system in place; evaluations not completed as required by state law*	

**Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.*

***Note 5.f.: School district-related negotiations processes vary based on negotiations philosophy, approach, and models used.*

Standard 6. Teaching and Learning				
Element 6.a. Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement	*Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement*	*A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities*	*No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement*	
Element 6.b. School Improvement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress	*Ensures school improvement plans are in place at all buildings and align with school district-wide goals*	*School improvement plans are in place at building level, but lack school district-wide coordination*	*School improvement efforts are limited; no comprehensive plan in place*	
Element 6.c. Curriculum and Instruction				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures curriculum is in place, aligned across grade levels, and complies with state standards; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning	*Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning*	*Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place*	*Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction*	
Element 6.d. Professional Knowledge of Teaching and Learning				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district's benefit	*Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities*	*Is somewhat knowledgeable of current instructional programs; relies on others for information/data*	*Is uninvolved in current instructional programs; is unaware of current instructional issues*	
Element 6.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Develops and supports open, productive, caring, and trusting relationships among staff	*Encourages open, productive, caring, and trusting environment among staff*	*Haphazardly supports open, productive, caring, and trusting environment among staff*	*Culture of trust does not exist*	

Standard 7. Student Support				
Element 7.a. Student Engagement and Feedback				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals	*Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting*	*Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it*	*Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback*	
Element 7.b. Student Attendance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level	*Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving*	*Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate*	*Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing*	
Element 7.c. Support for Students				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students' learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning environment for students	*Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students' range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful school environment exists*	*Academics, supports, services, extracurricular activities, and accommodations to meet some students' range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is sustained for most students*	*Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students*	
Element 7.d. Student Discipline				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis	*Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly*	*Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students*	*Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students*	
Element 7.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Develops and supports open, productive, caring, and trusting school culture among students	*Encourages open, productive, caring, and trusting school culture among students*	*Haphazardly supports creation of open, productive, caring, and trusting school culture among all students*	*Trusting school climate does not exist*	

Element 7.f. School Safety and Security				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities	*Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities*	*Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills*	*No plan has been developed to assure school district buildings and grounds are safe and secure*	
Element 7.g. Emotional Health and Social Needs				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis	*Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented*	*Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed*	*No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist*	

Standard 8. Ethical and Inclusive Leadership				
Element 8.a. Ethics and Professional Behavior				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness	*Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner*	*Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner*	*Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner*	
Element 8.b. Interactions with Staff, Students, and Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information	*Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships*	*Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships*	*Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships*	
Element 8.c. Professional Practice				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Demonstrates high level of self-awareness of and commitment to improve upon professional practice	*Demonstrates self-awareness and need for improved professional practice*	*Has awareness of need to improve on professional practice*	*Does not demonstrate awareness of need to improve professional practice.*	
Element 8.d. Diverse Communities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Fosters formal and informal partnerships with diverse groups to support mutual goals.	*Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community*	*Becomes familiar with views and characteristics of diverse groups within the community*	*Does not recognize or respond to the existence of diverse groups in the community*	
Element 8.e. Cultural Competency				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making	*Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom*	*Assures that staff has necessary cultural competence to respond to students' needs*	*Does not use strategies that recognize and capitalize on community's diversity*	

Element 8.f. Equity Plan Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner	*Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development*	*A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds*	*No plan to achieve equity has been developed*	

Step 2: Schedule and Hold a Mid-Year Evaluation

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's Open Meeting Law (Minnesota Statutes Chapter 13D) and the Minnesota Government Data Practices Act (MGDPA) (Minnesota Statutes Chapter 13).*

Midway through the evaluation cycle, school board members should conduct a formative evaluation of the superintendent to assess the superintendent's progress toward the established goals and standards. The superintendent may choose to complete a self-evaluation. The school board and superintendent should note that superintendent evaluations may be conducted more often.

The school board's completed formative evaluation form should be placed in the superintendent's personnel file and later attached to the summative evaluation. Please see the sample superintendent evaluation timeline (page 5), the sample mid-year formative evaluation form (page A-5), and the sample superintendent self-evaluation form (page A-8).

Preparing for the Mid-Year and End-of-Year Evaluation Meetings

The process and procedures for preparing for and holding the mid-year and end-of-year evaluation meetings should be developed and documented well in advance to ensure the meetings run as smoothly as possible. One process a school board might follow is provided below.

- One month prior to the evaluation, the school board schedules a closed meeting in compliance with M.S. 13D.05, Subd. 3(a) for the purpose of discussing the superintendent's performance evaluation;
- One or two weeks prior to the closed evaluation meeting, the school board chair distributes the evaluation form to the other school board members for review and preparation prior to the evaluation meeting;
- During the evaluation meeting, the school board chair leads the discussion to help the school board reach a consensus on the superintendent performance. As they review each goal and standard, the school board members should note their ratings when appropriate and provide general comments on the superintendent's progress and/or growth;
- The school board chair writes the school board members' comments and ratings on the appropriate evaluation form. After the evaluation meeting, the form completed by the school board chair becomes the school board's overall mid-year or summative evaluation of the superintendent's performance. Once signed by the superintendent and school board chair, the completed form is placed in the superintendent's personnel file.
- The school board chair ensures that the school board complies with all of the requirements of M.S. 13D.05, Subd. 3(a).

**Note: When evaluating the superintendent's performance, school board members should be aware that any data that the school district collects is government data that may become the subject of a MGDPA request.*

Step 3: Schedule and Hold an End-of-Year Summative Evaluation Meeting

At the end of the evaluation cycle, the school board should conduct a summative evaluation of the superintendent. The school board assigns ratings, along with supporting evidence, based on the superintendent's accomplishment of the school board-approved goals and standards. The superintendent's presentations to the school board throughout year, other evidence and data, and an ongoing discussion of the superintendent's progress toward the goals and standards will provide school board members with important information to support their evaluation.

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's Open Meeting Law (Minnesota Statutes Chapter 13D) and the Minnesota Government Data Practices Act (Minnesota Statutes Chapter 13).* Please see the sample superintendent evaluation timeline (page 5) and a sample end-of-year summative evaluation (page A-6).

School board members prepare for the summative evaluation meeting by reviewing the established goals and standards to determine whether progress was made and/or growth or achievement has occurred. Each school board member should prepare to share observations and ratings for each goal and standard assessed. The school board chair facilitates the discussion and invites the superintendent to provide additional clarification/progress reports, if any, the school district-focused goals and professional development goals for the superintendent.

When considering the rating to choose, school board members should keep the following brief descriptions in mind:

- "**Highly Effective**" – the superintendent's performance goes above and beyond proficiency to achieve an exceptionally high level. This rating is relatively rare.

- "**Effective**" – the superintendent's performance is fully satisfactory, meeting all expectations at a high level. The superintendent not only meets goals and carries out plans effectively, but also shows flexibility and creativity in adjusting to changed circumstances or unexpected roadblocks and can articulate the progress to date and future plans.

- "**Developing**" – the superintendent's performance demonstrates many of the characteristics associated with effective performance, although a few exceptions and inconsistencies may exist.

- "**Ineffective**" – the superintendent's behavior does not demonstrate the characteristics associated with effective performance. The superintendent may behave contrary to expectations or may fail to show positive behaviors desired. This rating is relatively rare.

Based on the discussion, the school board completes an overall end-of-year summative evaluation form and provides a summary of its conclusions at its next open school board meeting. The school board chair ensures that a copy of the summative evaluation is placed in the superintendent's personnel file.

Tips for Conducting a Fair and Objective Evaluation Meeting

Holding the evaluation meeting requires prior thought and tact. The school board has a responsibility to evaluate the superintendent's performance. Unfortunately, no evaluation process or instrument is completely objective and some subjectivity is to be expected. However, every evaluation process should foster a fair analysis of the superintendent's performance.

Tips for conducting the superintendent's evaluation include:

- Maintain a respectful, professional process
- Focus on standards and goals, not personality
- Identify strengths in performance on which the superintendent can build
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting; use a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

OVERVIEW OF PART 3

Part 3: Appendices

1. Evidence Examples

2. Goals and Standards Evaluation Forms/Examples
   - Sample Form 1 – Establish Goals and Standards
   - Sample Form 2 – Mid-Year Formative Evaluation
   - Sample Form 3 – School Board's Final End-of-Year Summative Evaluation
   - Sample Form 4 – Final Performance Summary Sheet
   - Sample Form 5 – Superintendent Self-Evaluation Form (Optional)

APPENDICES

A. Evidence Examples

The validity, reliability, and effectiveness of the evaluation instrument chosen will rely upon school board members' use of evidence to rate the superintendent's performance regardless of whether the performance evaluation is a goal or standard. Evidence helps to demonstrate performance of the superintendent and removes guess work and subjectivity from the evaluation. Data sources are those documents, communications, newspaper articles, agendas, etc., that provide evidence of the superintendent's performance.

The data sources that serve as evidence of the superintendent's performance should be selected at the beginning of the evaluation cycle and be mutually agreed on by the school board and superintendent. Data sources should be limited to only what is needed to inform rating the superintendent's performance for a specific goal or standard. Excessive use of evidence clouds the evaluation process and wastes precious time and resources. The school board and superintendent should also establish when data sources are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

The following list provides a sampling of data sources that may be used as evidence of performance. The list is by no means exhaustive, but it provides an overview of many commonly created and used data sources. Again, the board and superintendent should work together to select the data sources that best demonstrate the superintendent's performance for each goal and/or standard to be assessed.

School District Policies, Plans, and Reports	Relevant Goal/Standard	Date Submitted
Administrative Calendar		
Affirmative Action Plan		
Auditor's Report		
Community Education Annual Report		
Community Survey		
Crisis Management Plan		
Diversity Training/Awareness Plan		
ESSA Accountability Report		
Long-Range Facilities Management Plan		
Minnesota Report Card		
Minnesota Student Survey Results		
NAEP Data		
Needs Assessment		
Q-Comp Plan		
School Improvement Plan		
Staff Handbook		
Strategic Plan		
Student Handbook		
Wellness Report		
World's Best Workforce Report		

School District Employees		
Background Check Verification		
Contract Negotiations Participation		
Grievances (number, reason, status)		
Hiring Process Documents		
Job Descriptions		
Instruction, Curriculum, and Assessment		
Instruction-focused Professional Development		
Presentations to Staff		
Professional Learning Communities		
Teacher Use of Student Data		
Students and Curriculum		
Bullying/Harassment Programs		
Celebrations of Student Achievement		
Character Education Program		
Curriculum and Instruction Audit		
Curriculum Team Meeting Agendas		
Enrollment Projections		
Equity Program Results		
Graduation Rates		
Open Houses		
Parent Classes		
Parent-Teacher Conferences		
Positive Behavior Supports		
Program Evaluation		
Registration Materials		
Student Achievement Data		
School District Finances		
Bids and Quotes		
Fund Management Policies and Procedures		
Grants Applied For/Received		
School District Budget		
Communications and Community		
Civic Group and Stakeholder Presentations		
Community Meeting Agendas/Minutes		
Community Partnerships		
Outreach Programs		
Parent Communications		
Relationship Building Efforts		
School District Communication Plan		
School District Earned Media		
School District Social Media Plan and Presence		
Superintendent Participation in Community Organizations		
Superintendent Professional Memberships		
Website Development, Maintenance, and Usage		

School Board and Administration		
Administrative Team Meeting Agendas/Minutes		
New School Board Member Orientation Program		
Policies and Administrative Procedures		
Recommendations to the School Board		
School Board and Administrative Goals		
School Board Meeting Agendas		
School Improvement Advisory Committee Minutes		
Workshops and Training Programs		

B. Evaluation-Related Forms

A school board and superintendent should collaborate to develop evaluation forms.

Below, five sample forms are provided. The content in each sample form illustrates the nature and extent of the content that might be provided. Your school district may choose to adopt one of these options or create its own evaluation forms.

Form 1: Establish Goals and Standards

The goals for the superintendent are set forth, together with the evidence to be provided to establish the superintendent's performance of the goal. The evaluation scale that the Governance Team will use to evaluate the superintendent's performance is included.

Form 2: Mid-Year Formative Evaluation Form

The superintendent's goals and the standards are stated and evidence of progress or growth to date is described. The school board then provides overall comments.

Form 3: School Board's Final End-of-Year Summative Evaluation

The superintendent's goals, which appear on Form 1, are set forth. The school board completes the evaluation scale for each goal and standard and, in addition, states an overall rating for the combined goals and standards. Qualitative guidance is included regarding the goals and standards. The superintendent is provided an opportunity to offer comments.

Form 4: School Board's Summary of its Conclusions

The school board provides a summary statement on each superintendent goal and standard.

Form 5: Superintendent Self-Evaluation Form (Optional)

The superintendent provides evidence of performance of each goal, together with evidence of progress/growth related to each goal. The superintendent also provides evidence of progress/growth on each standard, noting areas of strength and areas needing improvement.

SAMPLE FORM 1 – ESTABLISH GOALS AND STANDARDS	
Goal 1: Provide leadership to maximize use of school district resources	**Evidence of Performance 1:** By (month) of 20--, develop and implement a five (5) year capital improvement plan, identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting needs.
	Evidence of Performance 2: By the fall of 20__, develop a plan by which the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.
	Evidence of Performance 3: Annually prepare and submit a report to the school board concerning expected and unexpected revenue/expenditure changes for all funds for the current fiscal year and for the following three (3) years.
Goal 2: Provide leadership to strengthen school/community communications and relationships.	**Evidence of Performance 1**: Assess existing communication methods and identify preferred communication methods and content for internal and external stakeholders concerning volunteer and partnership opportunities.
	Evidence of Performance 2: Increase by __% the number of parents who "Agree" or "Strongly Agree" that "the school district provides timely and informative communication about the school district" on the school district's climate survey.
	Evidence of Performance 3: Conduct a minimum of four school district surveys and/or community meetings on specific school district programs or initiatives.

Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

Highly Effective (4)	***Effective (3)***	***Developing (2)***	***Ineffective (1)***	***Not Applicable***
Facilitates development of short- and long-term measurable school district goals and aligns available resources to accomplish goals	*Facilitates development of short-term and long-term school district goals and recommends financial strategies to meet goals*	*Goals are defined by implementing standards and seeking to maximize student achievement*	*Goals are not developed.*	

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

** No more than three standards should be evaluated at one time.*

*** Additional goals and/or standards/elements may be inserted above.*

SAMPLE FORM 2 – MID-YEAR FORMATIVE EVALUATION FORM*
Goal 1: Provide leadership to obtain and maximize use of the school district's resources.
Evidence of Progress and/or Growth to Date: Action plan with status update on plan, including: documents in progress or completed, minutes of staff/administrative team meetings on plan development, and specific school board policies and administrative rules/regulations developed or used to implement measurable indicators
Goal 2: Provide leadership to strengthen school/community communications and relationships.
Evidence of Progress and/or Growth to Date: A list was generated of the existing communication methods used with the community, volunteers, and partnership organizations; identifying the preferred modes of communication for each. Action plan outlining a timeline of data and input gathering surveys to be conducted and community meetings has been provided. One survey has been done, data analysis has been initiated.
Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan
Evidence of Progress and/or Growth to Date: Strategic planning process facilitator has been selected by the school board. Several planning sessions have been scheduled. The school board has approved new school district mission, vision, and beliefs statements and is developing the short- and long-range school district goals with community and staff input.
Overall Comments: **Goal 1:** The superintendent developed a detailed and workable action plan. The superintendent has implemented the action plan and has begun to develop short- and long-term goals for the school district, with input from our staff and administrative team. The school board encourages the superintendent to make the goals measurable, as financial strategies will need to be implemented to meet these goals. **Goal 2:** Initially, the school board thought it would review the data analysis of two surveys by this time. The surveys may be too broad given the results are generating an overwhelming amount of data. The community input meeting held this fall gleaned supportive and specific information regarding program input. This goal may be ongoing as the survey process and procedures are fine tuned.

Mid-Year Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

*Additional goals and/or standards/elements may be inserted above

SAMPLE FORM 3 – SCHOOL BOARD'S FINAL END-OF-YEAR SUMMATIVE EVALUATION*				
Place *one* check [✔] in each row for each goal and *one* check [✔] for overall rating.				
	4 Highly Effective	**3 Effective**	**2 Developing**	**1 Ineffective**
Goal 1: Provide leadership to obtain and maximize utilization of the school district's resources.				
Goal 2: Provide leadership to strengthen school/ community communications and relationships.				
Overall Goals Rating:				
Standard 1. Governance Team:				
Element 1.b. Goals and/or Strategic Plan				
Overall Rating Standards Ratings				
Overall Rating Goals and Standards (Combined)				

A. **For the goals and standards, which best illustrates the superintendent's greatest strength and why?** Our superintendent believes in school district strategic planning. The superintendent is very organized in his/her efforts to develop short- and long-term goals and to align available resources to that end. The superintendent is visible at community and school events, always cultivating open lines of communication with our stakeholders, and continually enhances positive relationships.

B. **For the goals and standards, which presented the superintendent with the greatest challenge and why?** The abundance of data generated by the survey given was overwhelming. As we move forward with the school district's new strategic plan, identifying the specific areas that need to be worked on and then inviting community and staff input, both survey and community meeting formats generated is important. The input was invaluable to developing the short-term and long-term goals for our school district and should continue.

C. **How might the school board enhance the superintendent's strengths and assist in overcoming challenges?** Community meeting involvement by individual school board members may support the superintendent. Using the information that the superintendent gleaned from the community will be important evidence for the alignment of resources as we build next year's school district budget. The expectation of up to four surveys a year needs to be revisited. Equal weight should be given to committee and group meeting input.

D. Superintendent's Comments:
We made good progress on the goals this year. We gleaned an abundance of information from our stakeholders and the community support is overwhelming. I have aligned school district resources to meet the community supported goals in our upcoming year's budget. With school board support, this budget will facilitate the needed changes. The comments above will be the basis of next year's goals.

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

* Additional goals and/or standards/elements may be inserted above.

SAMPLE FORM 4 – SCHOOL BOARD'S SUMMARY OF ITS CONCLUSIONS *
Goal 1: Provide leadership to obtain and maximize utilization of the school district's resources. **Summary Statement:** The superintendent effectively led our school district through a strategic planning action plan that included the development of short-term and long-term goals. These measurable goals will be the basis of an alignment of resources to accomplish these goals.
Goal 2: Provide leadership to strengthen school/community communications and relationships. **Summary Statement:** The superintendent effectively facilitated open communication with our community. The superintendent held small and large group meetings and surveyed stakeholders to get real time data on which to base the short- and long-term goals. This ongoing input is vital to the school district administration and school board as we set school district goals and meet the needs of all of our students.

Standard 1: Governance Team
Element 1.b. Goals and/or Strategic Plan **Summary Statement:** The superintendent facilitated the development of the school district's short-term and long-term goals. The superintendent recommended necessary financial strategies to meet those goals.

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

**Pursuant to M.S. 13D.05, Subd. 3 (a), the school board may close a meeting to evaluate the performance of an individual who is subject to its authority. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation.*

Note: The school board's summary must give enough information so that a reasonable person would know what occurred without disclosing private personnel data. For more information see page 7 or contact MSBA or MASA.

<table>
<tr><th colspan="2">SAMPLE FORM 5 – SUPERINTENDENT SELF-EVALUATION FORM (OPTIONAL)</th></tr>
<tr><td rowspan="3"><u>Superintendent Goal 1:</u> Provide leadership to obtain and maximize utilization of the school district's resources.</td><td><u>Evidence of Performance 1:</u> By (month) of 20--, develop and implement a five (5) year capital improvement plan identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting those needs.</td></tr>
<tr><td><u>Evidence of Performance 2:</u> By the fall of 20__, the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.</td></tr>
<tr><td><u>Evidence of Performance 3:</u> On an annual basis, prepare and submit a report to the school board concerning expected and unexpected revenue/ expenditure changes for all funds for the current fiscal year and for the following three (3) years.</td></tr>
<tr><td colspan="2"><u>Evidence of Progress and/or Growth Goal 1 to Date:</u> This year, I facilitated the school board's strategic planning process. School district staff and community members participated in developing the strategic plan. We are working to align the school district's resources and the strategic plan priorities and to guide school district decision making. We incorporated the school district's capital improvement plan into the strategic plan. I am cognizant of the school board's goal of establishing a 45-day fund balance reserve. I am pleased that we now have set aside an additional five days of fund balance this year and will continue to work toward the established fund balance goal in subsequent years. My annual report includes a review of expected and unexpected revenue and expenditures changes for the current fiscal year and projected scenarios for the next three years</td></tr>
<tr><td rowspan="3"><u>Goal 2:</u> Provide leadership to strengthen school/community communications and relationships.</td><td><u>Evidence of Performance 1:</u> Complete an assessment of existing communication methods and number of types of school district-related volunteer and partnership opportunities that identifies preferred communication methods and information wanted and needed about volunteer and partnership opportunities for both internal and external stakeholders.</td></tr>
<tr><td><u>Evidence of Performance 2:</u> Increase by __% the number of parents who "Agree" or "Strongly Agree" with the statement "The school district provides timely and informative communication about the school district" on the school district's climate survey.</td></tr>
<tr><td><u>Evidence of Performance 3:</u> Conduct a minimum of four school district surveys or community meetings related to specific school district programs or initiatives.</td></tr>
<tr><td colspan="2"><u>Evidence of Progress and/or Growth Goal 2 to Date:</u> Three surveys were conducted this year. The information from the staff and community was analyzed by the administrative team to determine trends and needs, presented to the staff and the community, and used to establish the strategic plan priorities. The strategic planning process resulted in new school district mission, vision, and belief statements, and measurable short- and long-term goals. The survey information was instrumental in the planning process. We will continue to conduct surveys annually, but we will need to be more specific and mindful in of what we want to know when generating the questions. Parents preferred the online survey format and suggested no more than two surveys per year. Doing this each year will get the parents in the routine of sharing their input and help them understand how important their input is to the school district.</td></tr>
</table>

Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan				
Believes in and facilitates the development of short- and long-term measurable school district goals and aligns available resources with the budget to accomplish these goals	*Facilitates the development of short-term and long-term goals for the school district and recommends necessary financial strategies to meet those goals*	*Goals are defined by implementing standards and seeking to maximize student achievement*	*Goals are not developed*	
Evidence of Progress and/or Growth Standard 1 to Date: Working through the strategic planning process this year has made me a believer in that process. The input from our stakeholders became the basis and impetus of our school board's planning. The strategic plan provides a firm foundation on which to make staff, facility, and resource decisions. We will revisit our strategic plan yearly and will glean ongoing input from our stakeholders to guide our work.				
Areas of Strength: As a result of this year's successful strategic planning process, I have become a strong proponent and advocate for the process and its importance in the school board's goal of providing a successful learning experience for all students. The strategic plan has focused us all on what is truly important. With this insight, we can use the school district resources appropriately and have made substantial progress toward the school board's fund balance goal.				
Areas Needing Improvement/Strategies for Improvement: I will take the advice of our stakeholders and streamline our online survey techniques. I will facilitate the school board's annual review and revision of the school district's strategic plan. This is a priority that is essential to support the school board's work.				

Evaluation Period: _____ to _____

***** Recommend no more than three standards be evaluated at one time.

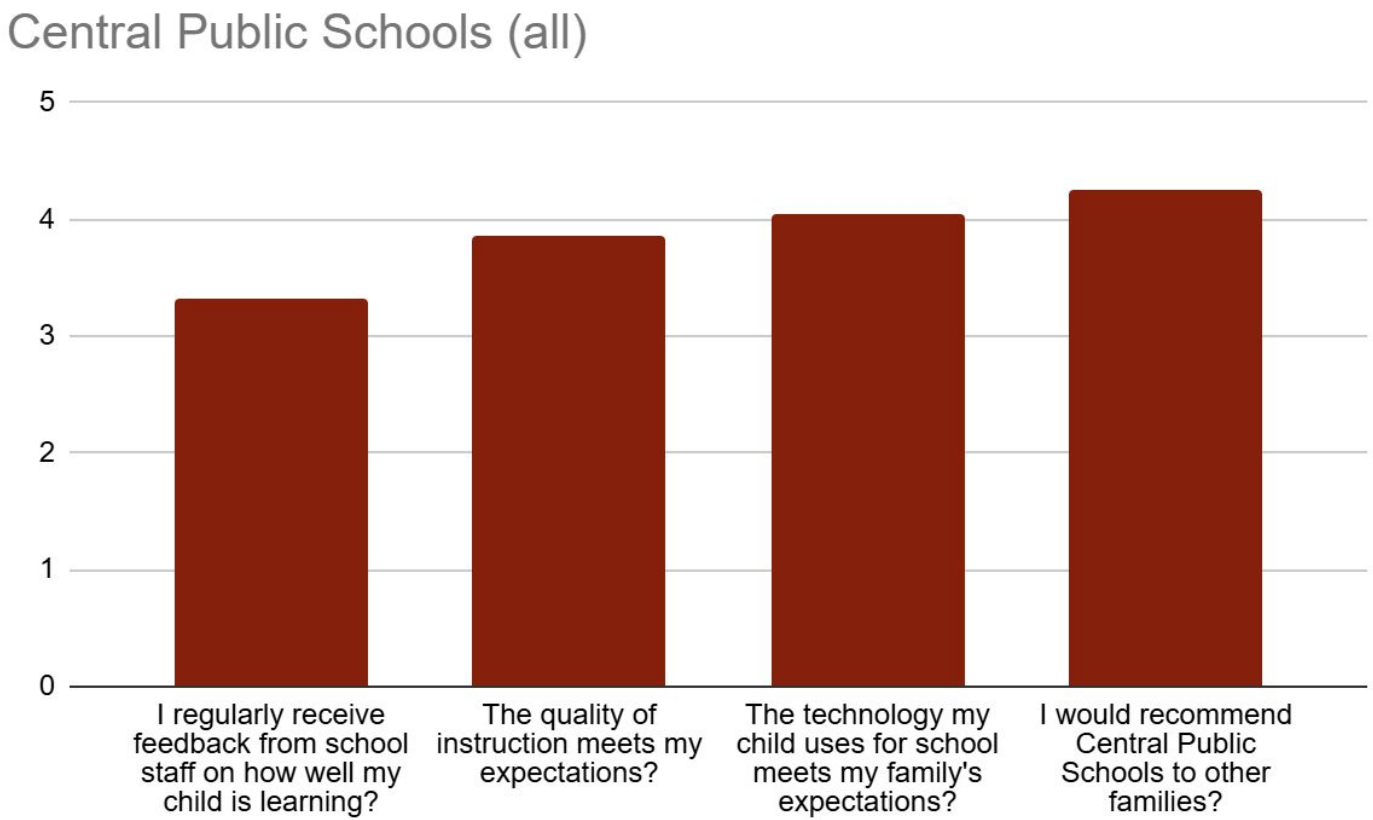
** Additional goals and/or standards/elements may be inserted above.

*** MSBA and MASA do not recommend using 360-degree feedback tools for an evaluation because the school board directs the superintendent and should not delegate this responsibility to others. If 360-degree feedback is initiated, it should be used by the superintendent for growth purposes. The decision whether to share the results should be controlled by the superintendent.

Parent Survey Results

June 2025

Overall Data



2024-25 Results

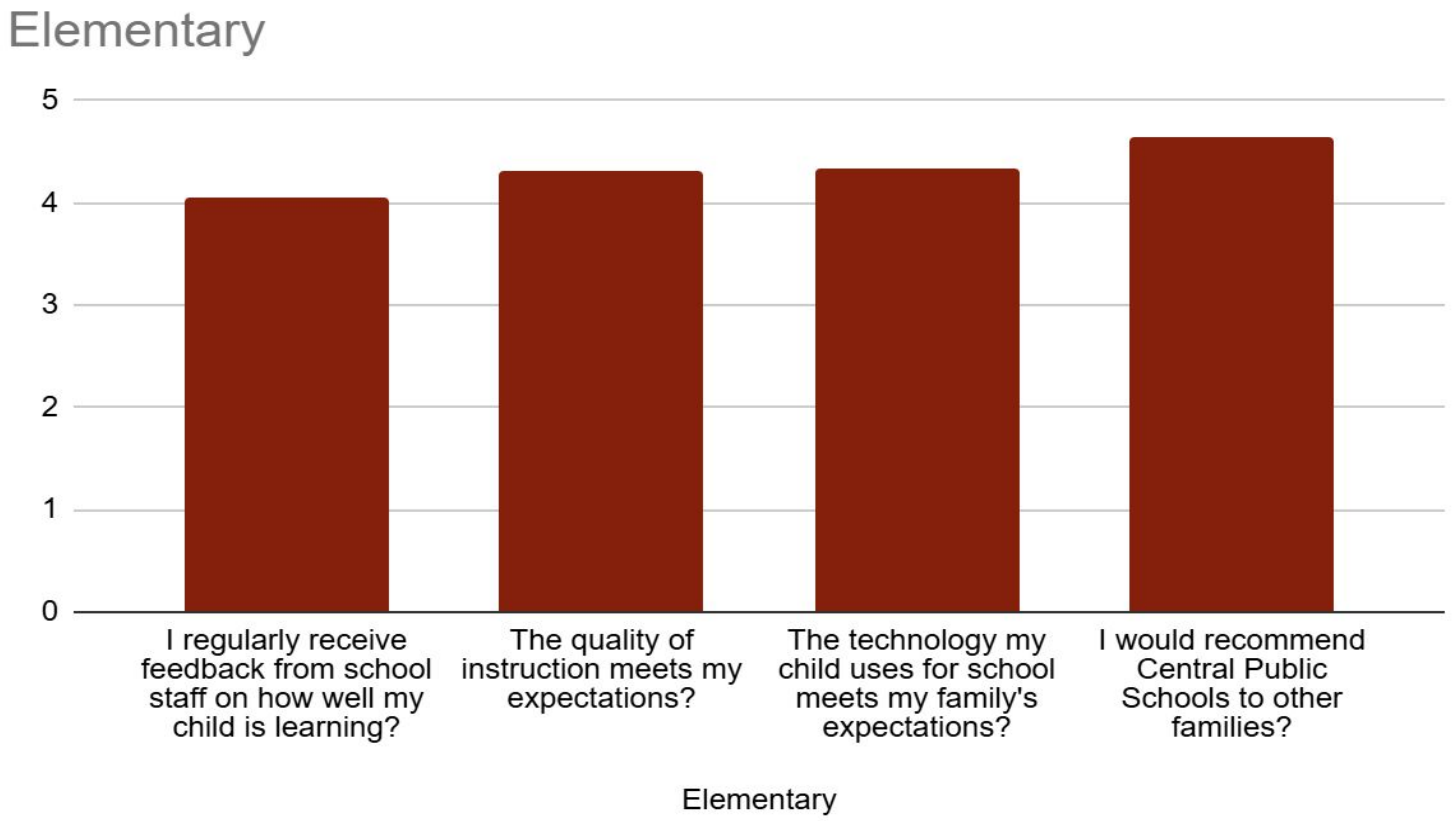
	I regularly receive feedback from school staff on how well my child is learning?	The quality of instruction meets my expectations?	The technology my child uses for school meets my family's expectations?	I would recommend Central Public Schools to other families?
Elementary/Pre-K				

	I regularly receive feedback from school staff on how well my child is learning?	The quality of instruction meets my expectations?	The technology my child uses for school meets my family's expectations?	I would recommend Central Public Schools to other families?
Middle School				

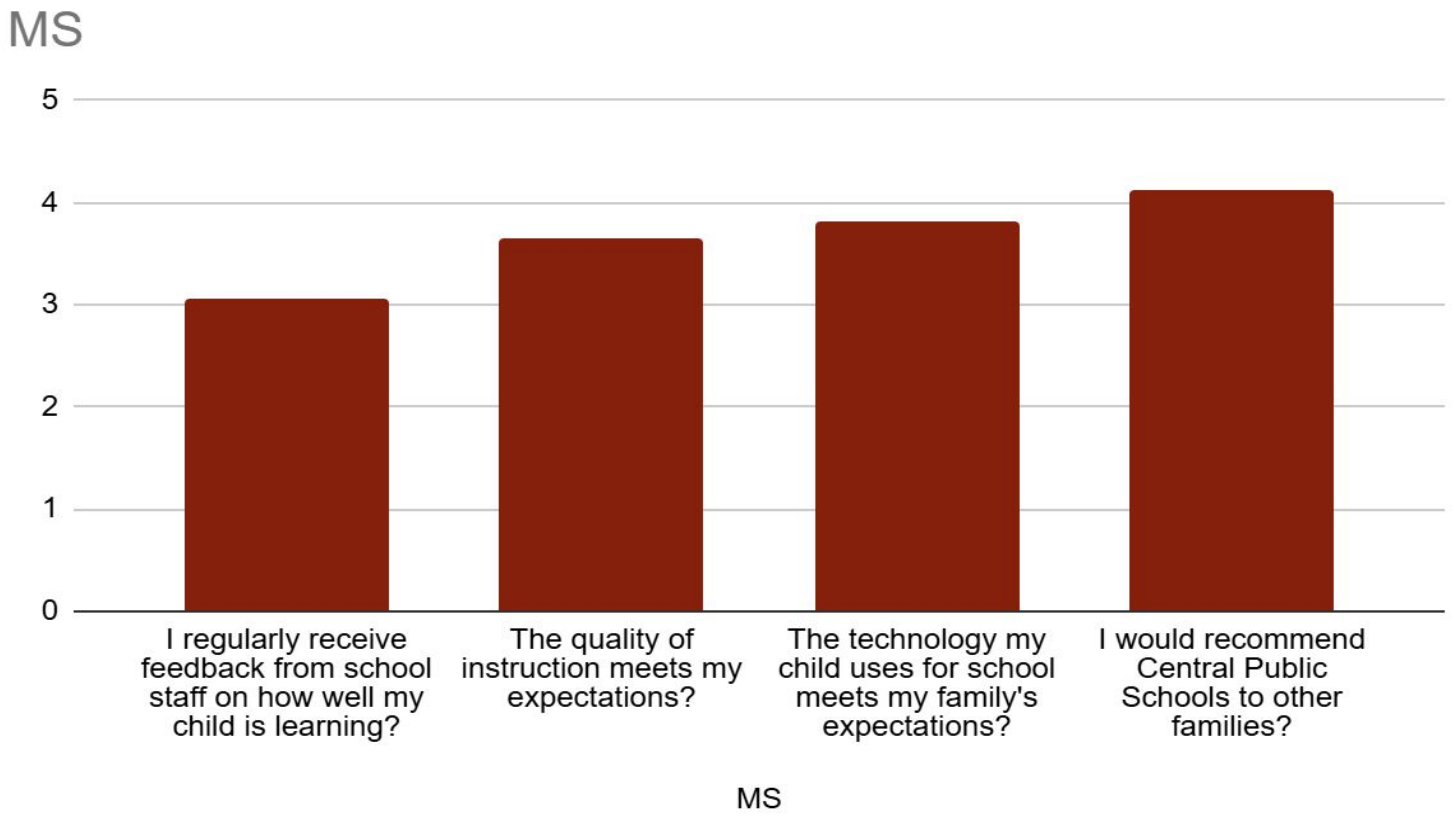
	I regularly receive feedback from school staff on how well my child is learning?	The quality of instruction meets my expectations?	The technology my child uses for school meets my family's expectations?	I would recommend Central Public Schools to other families?
High School				

3.75+
3.0-3.74
3.0 and lower

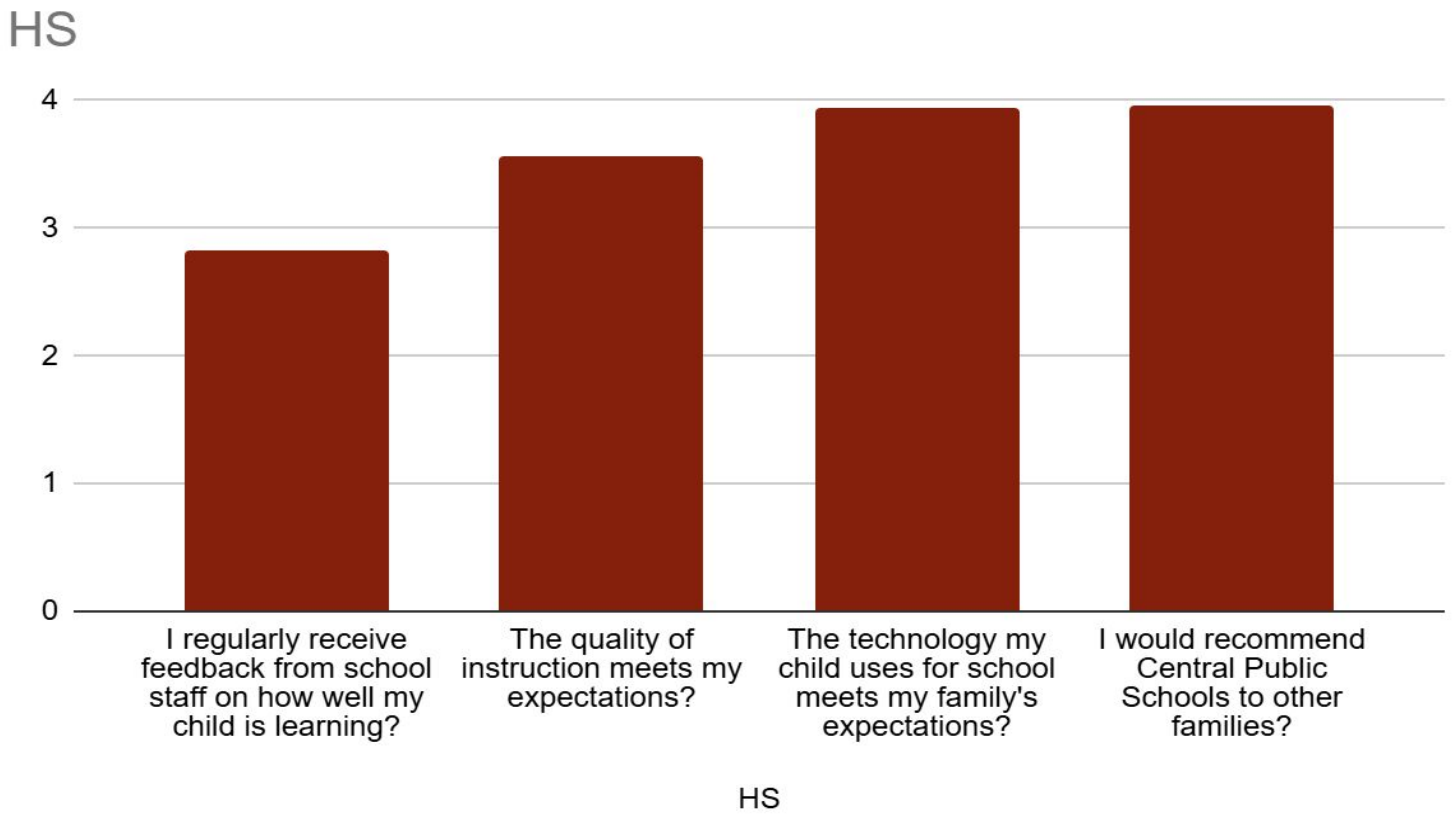
Elementary and Pre-K - 2024-25



Middle School 2024-25



High School - 2024-25



25-26 Handbook Changes:

Page 58:

ELECTRONIC DEVICES

The use of cell phones, portable music devices, etc. are not permitted to be used during class time. Students in grades 6-8 must leave their phone in their locker during class. Students in grades 9-12 are required to use the phone holder in each classroom unless given explicit permission from a teacher. Students may not video, photograph, or audio record any student or staff member at Central Public School without permission and/or consent. Cell phones and portable music devices may be used in the hallways before and after school, between classes, and during lunch period. Headphones of any kind are not to be worn at any time during class.

Page 58:

"Food Delivery services are prohibited for all students during school hours."

Page 59

Specific fees for chromebook damage caused by regular use:
1st time: insurance covers ($0)
2nd time: $50 fee
3rd time: $100 fee
4th time: Full price $260.

Anytime there is intentional damage or negligence, the full price of the chromebook will be charged.

Chargers:
If it breaks, we will replace it free of charge.
If the charger is lost, it is $15 for a replacement.

Chromebook cases are required to be on the computer at all times

Page 60

Art Fees:

1. Art fees *(scholarships available upon request)*:
   -**$25.00** for Global Arts & Ceramics)

-Students will be required to purchase a basic clay tool kit directly from school. This will be a one-time purchase and can be used throughout the Ceramics program.

-**$30.00** for Ceramics 2 & 3

-**$10.00** for Interior Design and Draw Paint and Print 1 & 2

-Students will also be required to purchase their paint brushes directly from the school. This change ensures that all students have high-quality, appropriate brushes for their coursework and take ownership over their property.

Should this go in the handbook or in Policy 611?

https://isd110.org/sites/default/files/files/content/611-homeschooling-july-2024.pdf

(Add something like this about homeschooling)

VIII. SHARED-TIME PROGRAMS A. Student Eligibility

1. Resident students who attend nonpublic or home schools and are in compliance with the MN Compulsory Instruction Law may apply for limited shared time enrollment in grades K through 12 in Waconia Public Schools.

2. Shared-time privileges are available to nonpublic or home school students in grades K-12 per the following limitations. Students in grades 6-12 may access any curricular offering and students in grades K-5 may access specialists.

3. Students enrolled as shared-time must remain in attendance at their nonpublic school or home school for the majority of their education and must be in compliance with the Minnesota Compulsory Attendance Law.

4. A student in shared-time enrollment must be enrolled in nonpublic or home school for 50% or greater of the school day.

5. Shared-time students do not qualify for a Waconia high school diploma, participation in honor rolls, class rank, and other recognition available to fulltime Waconia High School students.

6. A student must have completed all prerequisite courses prior to being approved for a specific public school course.

7. Shared-time students shall abide by all rules, regulations, policies, and procedures governing the conduct of regular full-time students.

8. Shared-time non-public students are not eligible to participate in Minnesota State High School League (MSHSL) activities or other district student activities unless their enrollment in the non-public school is governed by MSHSL By-Law 104.00.

Secondary School

24-25 Handbook Proposed Changes

Added to Page 13 as a new policy before "fees"

Chromebook Misuse Policy:

- Lost or intentionally damaged case fee: $30 (replacement cost)
- Chromebook replacement:
    - 1st time with damage: Free (covered by insurance)
    - Subsequent replacement: Full cost or repair or replacement
    - Intentional Damage: Full cost of repair or replacement
- Lost charger: $15 Replacement fee
- Replacement charger required for unintentional damage: Free
- Each teacher has two chargers with their name on it for students to use if their chromebook is not charged. Repeated failure to charge the chromebook may result in a disciplinary referral. Students will not receive chargers from the office because they forgot theirs at home.
- Students are not allowed to put stickers on their school issued chromebooks.

- Students who forget their chromebook may receive a loaner 1 time per semester. Subsequent incidents may result in lunch detention. Consideration is given for circumstances outside of the student's control.

New cell phone policy (pg 13)

Student Personal Device Policy

Purpose:
The purpose of this policy is to promote a productive learning environment, ensure student safety, and minimize disruptions caused by the inappropriate use of personal electronic devices.

Policy Guidelines:
1. Personal Device Use

A) Students in grades 6-12 may use personal smartphones and accessories (smartwatch, airpods, etc) before school, during designated breaks, and after school hours. Students may use their phone during study hall when explicit permission has been given by the supervising staff member. Students in grades P-5 are not permitted to use cell phones during the school day.
B) Phones, smartwatches, etc must be turned off or on silent mode during instructional time unless otherwise permitted by a teacher for educational purposes. Air pods must be put away during instructional time. Classroom cell phone holders will be provided for each classroom.
C) Absolutely no phone use is permitted in flexible learning spaces at any time during the school day.

2. Prohibited Activities
A) Taking photos, videos, or audio recordings of individuals without their explicit permission, in any school setting, including the bus.
B) Posting or sharing inappropriate content, including but not limited to bullying, harassment, or materials that violate school policies.
C) Using devices for non-academic purposes during instructional time, unless explicitly permitted by the teacher.
D) Locker Rooms and bathrooms will be 100% device free at all times. Confiscation and search of any devices is standard procedure if found in these areas.

3. Device Storage and Usage
A) Each classroom will have a cell phone holder and students are required to leave their phones in the designated pouch. Students who place a burner phone in the pouch will receive appropriate consequences.
B) Students may store their phones in a locker.

4. Enforcement and Consequences
A) All school staff are responsible for enforcing this policy.
B) Consequences for violating the policy may include warnings, temporary confiscation of the device, detention, or further disciplinary action as deemed appropriate by school administration.
    a) **1st Offense -** Staff member has student place phone in a designated area within the classroom until the end of the class period
    b) **2nd Offense -** Staff member turns in the phone into the front office for the remainder of the day. Student or parent pick up.

c) **3rd Offense -** Staff member turns phone into the front office for the remainder of the school day. Parent pick up.
d) **4th Offense -** Cell phone plan created. Phone may be held by administration during days or not allowed onsite.
Parents/Guardians devise a plan together with school administration
**Or Phone no longer allowed onsite

5. Exceptions and Special Circumstances
   A) Teachers may allow the use of devices for educational purposes as part of their lesson plans. Ex: Tuning an instrument.
   B) Students with documented special needs requiring ongoing access to electronic devices may receive accommodations as determined by the Individualized Education Program (IEP) or 504 Plan.
   C) Students who use their cell phones to monitor a medical condition (i.e. diabetes, epilepsy) may have their cell phone with them at all times, but must adhere to all other expectations of the cell phone policy.
      a) In the case of a medical necessity, students are required to have a health plan or prior approval

6. Parent and Guardian Involvement
   A) Parents/guardians are encouraged to support the school's policy and monitor their child's use of electronic devices outside of school hours.
   B) The school will communicate this policy to parents/guardians through student handbooks, the school website, and other appropriate channels.

7. Review and Updates
   A) This policy will be reviewed annually to ensure it aligns with current educational practices and addresses emerging issues related to technology use.

8. School Responsibility
   A) Lost, Stolen, or Damaged Devices are not the responsibility of the school nor is the school required to investigate any lost, stolen, or damaged electronic devices brought onto school grounds or the bus.

9. Implementation

Effective implementation of this policy requires cooperation and understanding from students, parents/guardians, teachers, and school staff. By adhering to these guidelines, we aim to create a positive and focused learning environment

for all students at Central.

Pg 13 under fees

1. Class dues: Cover the following – Homecoming decorations, flowers, Prom expenses, Senior Breakfast, Graduation expenses, limit on Holocaust expenses, funerals, get wells, etc.
   9th Grade - $25.00
   10th Grade - $25.00
   11th Grade - $25.00
   12th Grade - $25.00

Pg 23

MAXIMUM ABSENCE POLICY (EXCUSED AND UNEXCUSED)

The maximum absence policy is enforced if a student exceeds 10 absences from a class in one semester. Students will not receive credit for a class in which absences exceed 10 in a semester under the authorized and unauthorized categories.

- Students will receive a "Loss of Credit" (LC) due to absences for the class if they remain in the class the remainder of the semester, follow behavior expectations, and meet all course requirements by the end of the semester. A "Loss of Credit" **does not** negatively affect a student's GPA.
- Students will receive a "Fail" (F) if they are removed from the class for being disruptive or not following expectations, or if they do not meet the course requirements. A "Fail" **does** affect a student's GPA.

Pg 35

29. **Technology**
    Using a personal or school issued device to record a student altercation regardless of intent.
    (grades 6-12)..... 1 day susp. 3 day susp.

24-25 Registration Handbook change:

- Students in 9-11th grade who fail 1st semester of a math class must retake the 1st semester during the following year in person. In addition students will have a mandatory support class for elective credit that runs adjacent to the repeated course.

- If students fail a 2nd semester math class, they must retake that semester of math during the next school year in person. In addition students will have a mandatory support class for elective credit that runs adjacent to the repeated course.

- If a student fails both semesters of a math class, they must retake the entire year in person. In addition students will have a mandatory support class for elective credit that runs adjacent to the repeated course.

- Students who fail will not be required to take two math classes at the same time. They will take the next course the following year in person.

2023-24 middle school handbook changes (specific to MS only)

Pg 15:

MEAL POLICY

Central Middle School has a closed lunch hour for students. Lunch is served at school or students may bring their own lunch. We will be utilizing a computerized lunch program. Each student will have a 4 digit pin number. School breakfasts and lunches are free for all students. Students may use the Rev Track system to add money for a la carte items.

STUDENT PLANNERS

Students may choose to purchase a student planner. Planners may be purchased from the office for $5.00.

STUDENT CHROMEBOOK

Each student is issued a Chromebook for school work. Each student will be responsible for a $20 Chromebook insurance fee each year.

Pg 18

~~***PROMOTION AND RETENTION POLICY***~~

~~Students who fail two or more quarters may be required to attend summer school or retake the course prior to being promoted to the next grade level.~~

2023-24 high school handbook changes (specific to HS only)

Page 13
All class (grade level) dues to $25.

Please see Principal or Counselor if a scholarship for fees is needed.

New Course Dues:

Foods – $10
Art of Plants – $10
Veterinary Science – $10
Animal Science – $10

There will be a $20 chromebook insurance charge per year for each student.

Pg 19

Academic Lettering–needs to change to semester grading–language taken from ILT notes.

CRITERIA

1. Grades 9 – 12 eligible.
2. Students in grades 9, 10, & 11 must maintain a grade point average of 3.67 or above for ~~3 of 4 quarters~~ both semesters. Academic letters are distributed at the start of the following school year.
3. Seniors academic letters are awarded based on an average of semester 1 grades and "in progress" grades at the time of the awards ceremony. ~~for the first three quarters~~.
4. Students will receive a chenille letter and gold bar for their first award; students will receive gold bars for additional awards.
5. Students in grades 9 – 11 must be enrolled in a minimum of six (6) classes. Seniors must earn a minimum of 5.5. credits.
6. Students will not have any "D" or "F" grades for any quarter.

GRADING AND HONOR ROLL

Students who achieve a ~~quarterly~~ semester GPA of 3.0 will be included on the "B" Honor Roll. Students who achieve a ~~quarterly~~ semester GPA of 3.67 will be included on the "A" Honor Roll.

GRADUATION

High Distinction: Graduating Seniors with cumulative GPA of ~~3.67~~ 4.0 will be given a Gold Honor Cord in recognition of their high academic achievement, which will be worn at Graduation.
Graduation Honors: Those students with a GPA above 3.5 ~~of 3.33 to 3.66~~ will receive Silver Honor Cords. ~~Students with 3.0 to 3.32 will receive White Honor Cords.~~

ADD

Students with Gold Honor Cords are invited to submit a speech for the graduation ceremony. 5 students are chosen to speak with preference given to those with the highest cumulative GPA.

***Note: Start date “effective 2025.”

Page 23

STUDY SKILLS

Study Skill classes are available to all students. Students are required to attend Study Skills as attendance will be taken. However, there is no grade associated with Study Skills.

~~The CHS staff believes that if students will use the study skills taught in the various content areas, academic performance will improve. To that end, student study halls will play an important role in the following ways.~~

1. ~~Study halls will now be called study skills period.~~
2. ~~Each staff member will be responsible to include in their curriculum, lessons designed to teach study skill development which concentrates on their particular content area.~~
3. ~~Students will be graded on their study skill performance by receiving an A, B, C, or D.~~
4. ~~Staff will use an objective check list to mark students Study Skills performance. Students will receive a check mark when they stray off task. For Example: Unexcused tardies, talking, sleeping, no materials to work on, improper passes, room vandalism, wandering around room, etc. Grades break down as follows:~~
   - ~~0-5 check marks during the quarter = A~~
   - ~~6-10 check marks during the quarter = B~~
   - ~~11-15 check marks during the quarter = C~~
   - ~~16-20 check marks during the quarter = D~~
   - ~~21+ check marks during the quarter = F~~

   ~~All students will start their Study Skills Period with zero check marks. Therefore, everyone will start with an A.~~ ~~**Note**: There are no + or - grades for study skills.~~
5. ~~Study Skills grade will be included in student G.P.A. However, students in study skills will not earn credit/credits toward graduation. Only the grade will count toward G.P.A. Weight toward GPA will be 50% of a normal letter grade.~~

Changes for both HS and MS Handbooks:

Page 6:
We use the RevTrak Web Store for all online payments. Using this system, families may pay school fees from anywhere at any time without additional fees. RevTrak will be used for Athletics & Activities Registration, Meal Payments, Class Dues/Fees, Technology Fees, Field Trips, Event Tickets, and much more.

To get started, just follow these simple steps:

1. Go to our districts RevTrak Web Store (isd108.revtrak.net) and click "Log In"

2. Select "Create New Account". Enter your information and follow onscreen instructions to complete setting up your account.

3. IMPORTANT - Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student". You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

If you have any questions or run into any difficulties, please contact us at finance@isd108.org.

There will be a $20 chromebook insurance charge per year for each student.

Page 11:

PARENT-TEACHER CONFERENCES: See school calendar for dates.

1. Conferences run from 6:00 to 8:00 ~~with staff dinner breaks at 5:00 and 5:30.~~
2. Conferences are held ~~in the commons and in the old gym in the fall and~~ in the teachers' classrooms ~~in the spring~~.

Page 20

ADD

GRADE DEFINITION:

The grade earned in a Central class reflects how a student has demonstrated mastery or proficiency of the standards for a given course.

ASSESSMENTS

Summative Assessment:

An assessment where students show mastery of the standard(s).

Formative Assessment:

practice towards mastery of standards (hwk, daily work, etc).

All Central grade books will feature summative/formative weighting. At a minimum, summative assessments will be weighted at 70% of the final grade.

REDO/RETAKES:

At Central, re-dos/retakes may be taken for summative assessments within 2 weeks of the original assessment for full credit after completing a proof of practice–which is determined by the department. The retake may be composed of the entire assessment or just the portions missed. This is determined by the teacher.

LATE WORK:

Late work will be accepted for full credit. Formative work may be turned in up until the Summative Assessment due date. Summative Assessments may be turned in for full credit up to 10 school days past the due date.

****This policy will not apply when the school year ends and summer has begun for students/staff.*

Page 23

~~18. **Fire Alarm, False** – Intentionally giving a false alarm of a fire, or tampering or interfering with any fire alarm. (grades 6-12)..... 5-day susp expulsion – up to expulsion~~

Pg 32: Cell phone/Headphone policy

Electronic Devices, Possession -

The use of cell phones, portable music devices, etc. are not permitted to be used during class time as they cause a disruption to the classroom and learning process. If you have a cell phone in the classroom, it must be turned off and it must be out of sight. If the phone sounds during class, or becomes a distraction in any way, it will be taken from you and turned into the office. Your parents/guardians must contact the office and make arrangements to pick up the phone. Students may not video, photograph, or audio record any student or staff member at Central Public School without permission and/or consent. Cell phones and portable music devices may be used in the hallways before and after school, between classes, and during lunch period. Headphones of any kind are not to be worn at any time during class.

Pg 41 - Bullying policy additions

GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on the school premises, at the school functions or activities, on the school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

Pg 41 "definitions of bullying..."

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

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 in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

New building maps needed.

2022-2023 HANDBOOK CHANGES

High School Handbook Change Proposal:

Page 24: Strike Current Language around open study skills.

Study Skills for Seniors

1. Seniors who have a study hall during 1st or 7th period and are in good academic standing may be excused by a parent (unless the student is 18). Students should sign in/out at the HS main office. Good academic standing is defined as:
    a. On track to graduate.
    b. No unexcused absences.
    c. No more than six (6) absences from any classes.
    d. No excessive unexcused tardies (no more than 3 in a quarter).
    e. All detention hours made up.
2. Seniors who are enrolled in a study skills class during periods 2-6 are expected to report to the assigned classroom where attendance shall be taken.
3. To the extent possible, we want students to be in school all day every day. We believe this is best for students and for the culture/climate of the school. However, there are exceptions: Students who are in PSEO (Post-Secondary Enrollment Options) or OJT (On the Job Training) may leave school during the periods these are assigned. These students must sign in/out at the high school main office.
4. Starting in the 23-24 school year, a student enrolled in a Plato/Edmentum class anytime throughout the school day must attend their assigned study skills class where attendance will be taken.

Activities Change Proposal

1. As it relates to grades, a student must have no failing grades in any class at the end of each grading period (quarter in Middle School/semester in High School) in order to be eligible to participate. Following confirmation of an academic violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season ***in the next grading period***, for which the student is a participant, whichever is greater. Students with Individual Education Plans (IEPs) who are meeting goals and objectives of their program will be eligible to participate in any and all activities.
   Exceptions
    a. Due to shortened length of Football, Knowledge Bowl, Speech, and FFA seasons and the number of games/events, the academic violation consequence will be one week or one event whichever is greater
    b. Wrestling triangular or tournament will serve as 2 events.
2. Throughout the term, a student must maintain passing grades (D- or above) in all his/her courses.

    a. Grades will be checked bi-weekly. Any student with a failing grade will have one week to raise it. A failing grade beyond one week will result in loss of eligibility for all events until the grade is raised to a passing level.
3. Students must participate and be in good standings the entire season to fulfill academic and MSHSL violations.
4. Any student that has an academic or MSHSL violation is not eligible to leave early with their team.

Parent & Student Handbook

Central Secondary School

Dear Parents and Guardians,

I want to take this opportunity to welcome you to Central Schools for the school year. My name is Rich Larson and it is my pleasure to serve as principal of the Secondary Building. My hope for your student is that they would find a place to belong at school–a place where they are able to grow socially, emotionally and academically. The Central Public Schools staff and I look forward to a strong partnership between school and home in order to provide support for our students. To that end, we are pleased to share our Student Handbook with you. In the interest of transparency, we have included our school policies, procedures and expectations for families to review. I invite you to read through this handbook with your student and reach out to me with questions or concerns you may have. I wish you and your family the very best as you begin the 2025-2026 school year! I look forward to seeing you soon.

Sincerely,

Rich Larson
Principal
Central Secondary Schools
rlarson@isd108.org
952-467-7101

INTRODUCTION

District 108 Mission, Vision, and Values

Education is CENTRAL

Vision:
Ensuring the next generation will identify ways to positively impact our communities.

Mission Statement:
Educate, Inspire, Empower - Every Student, Every Day

Value Definitions:
Community- Collaborating together to share our success and accomplish our goals.
Kindness- Genuine effort to show compassion for others and realize the value and potential of all
Integrity-Promoting the highest standards of ethical behavior, fairness and honesty with ourselves and others.
Innovation- discovering creative opportunities and solutions for purposeful improvement.
Relationships-Creating positive connections that last a lifetime.

STUDENT AND PARENT HANDBOOK PURPOSE AND AGREEMENT

It is the goal of Central High School to provide a positive and safe learning environment for every student that enters into the school. In efforts to help accomplish this goal, it is necessary for the school district to implement policies and procedures that help students achieve academic success and reflect a common understanding among those who are considered stakeholders in the Central Public School District. Therefore, it is important that students and their parents/guardians read and understand the contents of the Student and Parent Handbook. It is the responsibility of the students, along with their parents/guardians, to know and follow the handbook in its entirety. Signature forms will be distributed at the beginning of the year for students to indicate their understanding of the school district policies highlighted in the handbook

CENTRAL PUBLIC SCHOOLS #108

Board of Directors

2025-2026

Sara Eischens - Chair
14850 154th Street
Hamburg, MN 55339
Phone:(Home) 952-467-9490
e-mail: seischens@isd108.org

Shelby Erickson - VIce Chair
660 Preserve Blvd.
NYA, MN 55397
Phone:(Cell) 612-619-1502
e-mail: serickson@isd108.org

Emily Perlbachs - Treasurer
427 Park Circle
NYA, MN 55368
Phone:(Cell) 612-298-0808
e-mail: eperlbachs@isd108.org

Josh Kroells - Clerk
531 Morse St
NYA, MN 55368
Phone:(Cell) 952-994-2427
e-mail: jkroells@isd108.org

Tony Bentz
860 Preserve Blvd
NYA, MN 55397
Phone:(Cell) 612-810-1322
e-mail: tbentz@isd108.org

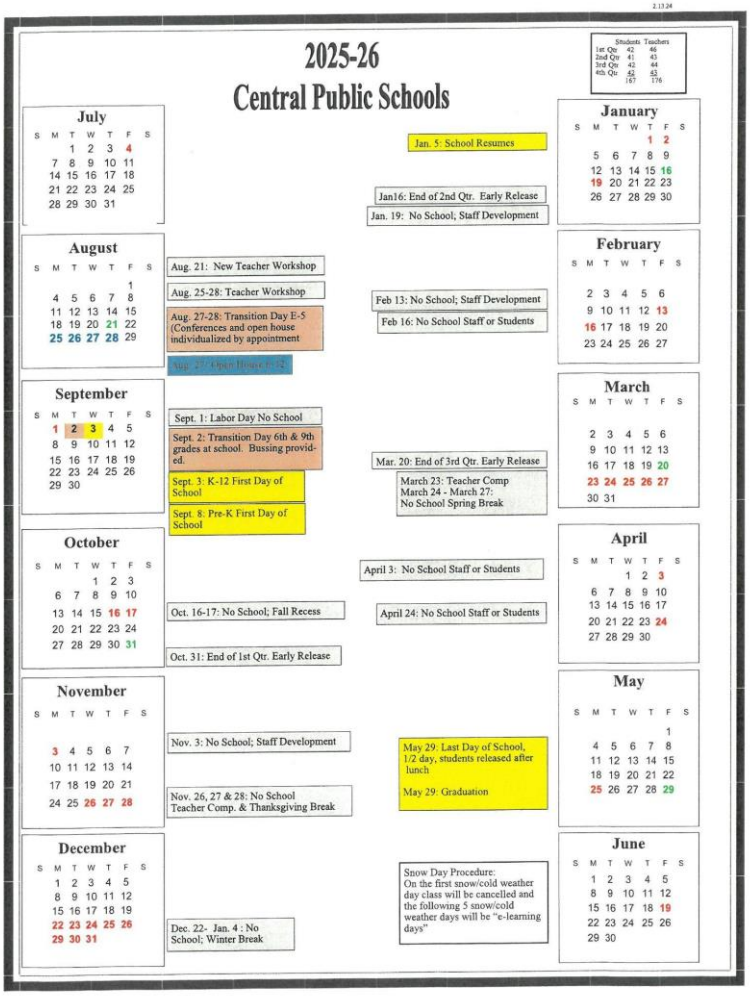
Spencer Kelly
580 Preserve Blvd
NYA, MN 55397
Phone:(Cell) 630-843-1351
e-mail: skelly@isd108.org

Troy Krueger
622 West Elm St

NYA, MN 55368
Phone:(Cell) 952-212-2636
e-mail: tkrueger@isd108.org

Ready, Set, Thrive!™
CENTRAL PUBLIC SCHOOLS
Hamburg • Norwood Young America • Cologne

2025-2026 School Calendar



Contact Information

SCHOOL PHONE NUMBERS

467-7100 – Direct Line to High School Office 467-7147 – Food Service
467-7103 – Fax Line to High School 467-7009 – Transportation
467-7104 – Attendance Line for Secondary School 467-7000 – Direct Line to District Office
467-7300 – Direct Line to Elementary 467-7306 – School Nurse
467-7109 – Counselors Office

SECONDARY SCHOOL STAFF

AREAS OF RESPONSIBILITY
Below is a listing of school personnel along with their area of responsibility. Calling the appropriate person with questions, problems, compliments, or ideas will help serve you.

Staff emails are firstinitallastname@isd108.org example JDoe@isd108.org and can also be found in your gmail account when you click on "To"

Superintendent	467-7001
Tim Schochenmaier	
Principal	
Richard Larson	467-7101
Dean/Athletic Director	
Joe Kley	467-7201
Health Office	
School Nurse: Karina Niemczyk	467-7306
Assistant: Cindy Schmidt	467-7110
Administrative Assistants	
Serenity Cox	467-7102
Kari Crown	467-7112

Agriculture/AFNR		Art	
Jim Mesik	467-7144	Ashley Raduenz	467-7142
Sarah Schurmann	467-7145		

Bookkeeper/Accountant		Business	
Amy Groschen	467-7004	Paul Hallquist	467-7166
Lynn Peterson	467-7007		
Community Education			
Ron Erpenbach	467-7301		
Custodians		Director of Technology	
Cody Anderson - Facility Mgr	467-7008	Steve Anderson	467-7132
Rich Neubarth			
Herman Haag			
English		ESL	
Jeanne Ide	467-7137	Monica Turner	467-7361
Tate Lilenthal	467-7138		
Eva Mark	467-7139		
Career and Technical Education		Library/Media Center	
Sarah Schurmann	467-7145	Kelly Street	467-7113
Mathematics		Music:	
Wade Degler	467-7146	Adam Halpaus	467-7143
Taylor Gustafson	467-7135	Jaron Gross	467-7209
Chris Ludford	467-7128		
Abby Barlow	467-7227		
Melissa Fuhrman	467-7210		
Physical Education/Health		Psychologist	
Keegan Oak	467-7214	Leah Hjelseth	467-7111
Charlie Grove	467-7130		
Jordan Mahrer	467-7164		
School Lunch Program		Social Studies	
Chantelle Eshleman – Food	467-7147	Sarah Hammers	467-7127
Service Director; Taher		Amber Kester	467-7125
		Colin Halbach	467-7212
		Laura Kroells	467-7217
		BJ DeBoer	467-7140
Science		Special Education	
Christopher Hunt	467-7126	Taylor Gort	467-7136
Laura Hanson	467-7181	Jon Wroge	467-7156
Shawn Erickson	467-7208	Jeff Bishop	467-7155

Lauren Scherer	467-7129
Dane Schwirtz	467-7194

Social Counselor K-12

Sarah Beadling	467-7108

Special Education - Paraeducators

Mylei Becker	
Vicki Sund	467-7117
Karen Cross	467-7378
Sarah Schneewind	467-7322

Support Services

Kirsten Thor, Counselor	467-7124
Kathy Heckmann, Admin	467-7109
Linnea Pauman, Admin	467-7109

World Languages

Chris Ludford	467-7129
Jenna Schrupp	467-7222

Speech Clinician

Kelli Sawyer	467-7364
Allison Cruse	467-7176

Transportation Director

Luke Wolter	467-7009

Youth Rec and Facilities

Reid Stacken	467-7390

Academics

GRADING POLICY AND HONOR ROLL

GRADE DEFINITION:
The grade earned in a Central class reflects how a student has demonstrated mastery or proficiency of the standards for a given course.

ASSESSMENTS:
Summative Assessment:- An assessment where students show mastery of the standard(s).
Formative Assessment: - practice towards mastery of standards (hwk, daily work, etc).

All Central grade books will feature summative/formative weighting. At a minimum, summative assessments will be weighted at 70% of the final grade.

REDO/RETAKES:
At Central, re-dos/retakes may be taken for summative assessments within 2 weeks of the original assessment for full credit after completing a proof of practice–which is determined by the department. The retake may be composed of the entire assessment or just the portions missed. This is determined by the teacher.

LATE WORK:
Late work will be accepted for full credit. Formative work may be turned in up until the Summative Assessment due date. Summative Assessments may be turned in for full credit up to 10 school days past the due date.

***This policy will not apply when the school year ends and summer has begun for students/staff.

HONOR ROLL:
Students who achieve a semester GPA of 3.0 will be included on the "B" Honor Roll. Students who achieve a semester GPA of 3.67 will be included on the "A" Honor Roll.

GRADUATION HONORS

High Distinction: Graduating Seniors with cumulative GPA of 4.0 will be given a Gold Honor Cord in recognition of their high academic achievement, which will be worn at Graduation.
Graduation Honors: Those students with a GPA above 3.5 will receive Silver Honor Cords.

Students with Gold Honor Cords are invited to submit a speech for the graduation ceremony. 5 students are chosen to speak with preference given to those with the highest cumulative GPA.

WEIGHTED GRADING FOR ADVANCED PLACEMENT (AP) AND COLLEGE IN THE SCHOOLS (CIS) COURSES

In order to encourage students to take AP and CE/CIS courses, these classes will be weighted on a 5 point scale vs. a 4 point scale for all other classes. Therefore, the value of an A in AP and CIS courses will be 5 points vs. 4 for all other classes, a B will have a value of 4 points vs. 3 points, etc.

REPORT CARDS/PROGRESS REPORTS

Students receive report cards four times a year. In addition, teachers send home progress reports at the midpoint in each quarter or as needed. Parents may request a progress report at any time by contacting the teacher. Incompletes may be given to students who have been absent an extended period of time. **Within two weeks after the quarter ends, all work should be completed so a grade can be given for that class**. Any extended time beyond the two weeks must be approved by the teacher provided there are extenuating circumstances. If not, the grade then becomes a failing grade for that marking period.

DROPPING A CLASS

1. A student may withdraw from a class through the last day of the 2nd week of the semester or during the semester upon teacher recommendation and parent permission. If a student drops a sixth subject after the five days, a “F” grade will be recorded.

2. As a way to encourage students to take risks in pursuit of academic excellence, a student may drop a seventh subject excluding Study Skills through the tenth week of a given semester.

APPEALS PROCESS

A student who receives notice of a class drop may petition the Appeals Committee for a waiver if there is a genuine, supportable belief that extenuating circumstances exist. Upon receiving notice of the loss of credit, the student, parent(s)/guardian(s) may request an appeals application from the student's attendance monitor. The completed application should be returned to the counselor and will be considered at the next meeting of the Appeals Committee. Appeal applications will only be accepted during the first week following the semester. If additional documentation is requested by the Appeals Committee, it must be submitted in writing within 5 school days. Second semester appeals will be handled before the end of the students' school year. The Appeals Committee will review all evidence, consider any extenuating circumstances, and strive to achieve and render impartial judgments in a systematic manner.

The Appeals Committee will consist of no fewer than five certified members, of who would be an administrator, counselor and teachers. The appeals form can be picked up in the high school office.

CREDIT FOR LEARNING, TRANSFER OF CREDIT, AND EQUALIZATION OF CREDIT POLICY

(Note: Minnesota public schools are required to comply with the procedures set forth in this policy pursuant to the Rules Relating to Graduation Standards, Minnesota Rules Chapter 3501, including the rules relating to the Profile of Learning as currently proposed by the Minnesota State Board of Education).

I. PURPOSE
The purpose of this policy is to recognize student achievement which occurs in other schools, in alternative learning sites, in Post-Secondary Enrollment Options and other advanced enrichment programs, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities.

II. GENERAL STATEMENT OF POLICY
It is the policy of the school district to develop and provide processes and procedures by which students may meet graduation requirements. The school district will provide a process for transfer and recognition of work completed in other schools and post-secondary institutions.

STUDY SKILLS

Study Skill classes are available to all students. Students are required to attend Study Skills as attendance will be taken. However, there is no grade associated with Study Skills.

EXPECTATIONS FOR CADET TEACHERS

1. You are expected to dress appropriately. Talk with your supervising teacher to see what is acceptable.
2. You MUST be on time each day. If you are unable to attend school or will be unable to make it to class at your assigned period, you must inform your supervising teacher, and the Counselor or designee.
3. You are expected to be respectful, courteous, and professional at all times. Remember, you are looked up to at the elementary and that makes you a role model (like it or not).
4. Bringing innovative ideas to the classroom is encouraged, but always follow the lead of the teacher.
5. Remember that you are receiving a grade for this course, your every action will be reflected in your grade. If you are tardy or have unexcused absences, your grade will reflect that. Cadet teaching is NOT the same as a study hall.
6. Cadet Teachers may have only one study hall during their semester of cadet teaching.

Graduation Requirements

COMMENCEMENT

Graduating from high school is one of the most important events in life. It is a rite of passage which marks the successful completion of childhood and the beginning of adulthood. A diploma is a "key" which unlocks the door to many new opportunities and is the foundation upon which the graduate can build a solid future. At Central High School a student has to successfully meet all graduation requirements to participate in commencement exercises.

Post Secondary Education Option students and Area Learning Center students will be allowed to participate in the graduation ceremony if they have earned sufficient credits to graduate.

COMMENCEMENT DRESS CODE POLICY

School Board policy for Graduation will be a maroon cap and gown with tassel. This will be provided by the school for all graduating students.

Student Conduct

Code of Conduct

Leaving the Building

No student is permitted to leave the building or campus before school ends, during lunch, class periods or passing times without permission from the Health Office or Administration. Students with permission to leave the building must sign out when leaving and sign in upon return at the Attendance Office. No student is permitted to leave the building during lunch or online classes.

Leaving the building without authorization may be considered truancy and thus result in disciplinary action. If a student leaves the building without permission and returns, they are subject to be searched.

Students in the Halls

Students should be in the halls only at the beginning and close of school and while moving from one class to another unless they have special permission or special duties that require them to be there. Students in the halls during class time must have a pass. Students are asked to be courteous at all times and to keep to the right when moving in the halls. Running and shouting in the halls is not permitted. Students are not allowed in the teacher's lounge and work areas. All students should be out of the building by 3:15 p.m. unless they are participating in extra- curricular activities.

Any student in the building after 3:30 p.m. must be in a supervised activity. Parents should arrange for transportation home when their child has detention or is in an activity.

The Physical Education locker rooms are off limits to students during the school day. **This includes the lunch hour.**

Students cannot work out without supervision. Morning and after school work-out sessions require supervision. This includes gyms, wrestling room, and weight room.

Use of the following areas in the building require supervision by staff or coaches. This includes before, during, and after school.

Media Center
Gymnasium
Weight Room
Computer Labs
Wrestling Room
Classrooms

EIGHTEEN YEAR OLDS

State law provides many adult responsibilities for those persons who have reached eighteen years of age. However, the law also requires adult students to abide by the same rules and regulations of a school as those students who are younger. An eighteen year old student who requests a pass for an appointment must have an appointment card or give the office the name and telephone number of the doctor, dentist, etc. for whom the appointment is made before the pass will be issued. As with younger students, by law, the school is required to judge whether the reason for the absence is excused or unexcused. Adult students are subject to the same disciplinary consequences as other students.

STUDENT DRESS AND APPEARANCE

The appearance of a student is primarily the responsibility of the individual and the parent. District 108 students are expected to maintain an appearance that is not distracting to teachers or other students, disrespectful to others, or disruptive to the educational process. In addition, student attire must comply with standards of health and safety. (Ex.: State law requires that shoes must be worn in public buildings.) Symbols, emblems, badges, signs, words, objects or pictures on clothing, jewelry or personal items that represent gangs, tobacco, drugs, alcohol, or discriminatory references to sex, race, or religion, or that are lewd, vulgar, or obscene, are not permitted.

It is not the intention of this Dress Code to interfere with a student's right to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages usually are acceptable as long as they are not lewd, vulgar,

obscene, defamatory, or profane; do not advocate violence or harassment of others, and do not promote products or activities that are illegal for use by minors.

Examples of prohibited attire include, but are not limited to, the following:

- Confederate flags, swastikas, Nazi symbols, or portions thereof;
- Clothing using language that is vulgar, sexually suggestive, or demeaning of others;
- Items referring to or suggestive of alcohol, drugs, gangs, tobacco, sex, and references to male/female body parts;
- Clothing or hairstyles depicting gang symbols, look-alike gang symbols or gang hand gestures
- Tattoos depicting gang symbols or gang messages;
- Roller blades, shoes with rollerblades or skateboards;

When a student's appearance violates the Dress Code, the student will be required to change his/her attire and additional consequences may be imposed, at the discretion of school officials, including sending the student home to change clothes. In exercising discretion to discipline and/or impose other consequences on students violating this Dress Code, school officials shall take into account the age of the student, District 108's student discipline policy, and whether the violation occurred during the instructional day while school was in session or in connection with a school related activity. Students sent home for inappropriate attire will be considered unexcused during their absence from school.

Legal References:
U.S. Constitution, First Amendment
** Stephenson v. Davenport Community School District, 110 F.3d 1303 (8th Cir. 1997)*
** Olesen v. Board of Educ. Of Sch. Dist. No 228, 676 F. Supp. 822, 44 Educ. L. Rep. 205*
(N.D. Ill. 1987).
** Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S. Ct. 733,21 L.Ed.2d 731 (1969)*
** McIntire v. Bethel School, I.S.D. No. 3, 804 F. Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992).*

Cross References *MSBA Model Policy 506 (Student Discipline)*

HARASSMENT AND VIOLENCE POLICY

1. PURPOSE

The purpose of this policy is to maintain learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district).

C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment; Definition

1. 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. that conduct or communication that has the purpose or effect of substantially or unreasonably interfering with

an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

2. Sexual harassment may include but is not limited to:
   a. Sexting: (See definition on page 40).
   b. unwelcome verbal harassment or abuse;
   c. unwelcome pressure for sexual activity;
   d. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
   e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
   f. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
   g. unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment; Definition

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

C. Religious Harassment; Definition

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

D. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another'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.

2. Sexual violence may include, but is not limited to:
   a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
   b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
   c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
   d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

E. Racial Violence; Definition
Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

F. Religious Violence; Definition
Religious violence is a physical act of affection or assault upon another because of, or in a manner reasonably related to, religion.

G. Assault; Definition. 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 upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged act immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral

reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.

B. In Each School Building - The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.

C. Upon receipt of a report, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. In the District - The school board hereby designates the superintendent as the school district human rights officer(s) to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.

G. Use of formal reporting forms is not mandatory.

H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

V. INVESTIGATION

A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and other 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.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the 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.

D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.

E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

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 Minnesota Department of Human Rights, initiating civil action or seek redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

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

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

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.

B. This policy shall appear in the student handbook.

C. The school district will develop a method of discussing this policy with students and employees.

D. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. 127.46 (Sexual, Religious and Racial Harassment & Violence Policy)
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
Minn. Stat. 626.556 et seq. (Reporting of Maltreatment of Minors)

Cross References: MSBA Model Policy 102 (Equal Educational Opportunity)
MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA Model Policy 406 (Public and Private Personnel Data)
MSBA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

HARASSMENT AND VIOLENCE CONSEQUENCES

Norwood Young America School District #108 will impose the following consequences for violations of the Harassment and Violence Policy. These consequences may include but are not limited to the following:

First Offense: A. Verbal and/or written warning with parent notification
B. Student/Parent/Administration Conference
C. 1-3 day out of school suspension

Second Offense: A. Student/Parent/Administration Conference
B. 2-5 day out of school suspension
C. Counseling with school personnel or outside resources
D. Will be reported to Sheriff's Department or Social Services
E. Harassment education through School Support Services Department

Third Offense: A. Student/Parent/Administration Conference
B. 5-10 day out of school suspension
C. Counseling by School Support Services Personnel

Fourth Offense: A. Recommendation for Expulsion

BULLYING/CYBERBULLYING

For purposes of this policy, the definitions included in this section are derived from Minnesota State Statute. For a complete copy of this policy, contact the district office.

GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
   1. on the school premises, at the school functions or activities, on the school transportation;
   2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
   3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or
performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term “bullying” specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site or forum, transmitted through a computer, cell phone, or other electronic device, that causes a substantial disruption to the educational environment at Central Public Schools.

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 in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

SOCIAL NETWORK SITES POLICY

ISD 108: STUDENTS AND SOCIAL NETWORKING SITES:
As a student at CHS, you are expected to follow student handbook guidelines, even though an event may happen off school property or after school hours. If your behavior on social networking sites causes a substantial disruption to the educational environment at CHS, you can be disciplined, suspended or expelled from school.

Social network sites, other digital platforms (including cell phones) and distribution mechanisms that facilitate students communicating with other students are considered “Social Networking” platforms. Participation in such networks has both positive appeal and potentially negative consequences. It is important that CHS students be aware of these consequences and exercise appropriate caution if they choose to participate.

Students are not restricted from using any on-line social network sites and/or digital platforms. However, users must understand that any content they make public via on-line

social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal, state and local laws, as well as, your Student Handbook. As a CHS student, you must be aware of your Student Handbook regulations and expectations of our said extra-curricular programs. Ignorance of these regulations does not excuse students from adhering to them.

GUIDELINES FOR STUDENTS:

Your guidelines are intended to provide a framework for students to conduct themselves safely and responsibly in an on-line environment. As a student at CHS you should:

1. Be careful with how much and what kind of identifying information you post on social networking sites. Virtually anyone with an email address can access your personal page. It is unwise to make available information such as full date of birth, social security number, address, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All of these can facilitate identity theft or stalking. Social Media sites provide numerous privacy settings for information contained in its pages. Use these settings to protect private information. However, once posted, remember the information becomes property of the website and public record.
2. Be aware that community members, family and potential current and future employers and college admission offices often access information you place on on-line social networking sites. You should think about any information you post on sites or similar directories that potentially portrays an image of you to a prospective employer or school. The information is considered public information. Protect yourself by maintaining a self-image that you can be proud of years from now.
3. Be careful in responding to unsolicited emails asking for passwords or PIN numbers. Reputable businesses do not ask for this information in emails.
4. Don't have a false sense of security about your rights to freedom of speech when using Social Media. Understand that freedom of speech is not unlimited. The on-line social network sites are NOT a place where you can say and do whatever you want without repercussions or personal accountability.
5. Remember photos once put on the social network site's server become their property and public record. You may delete the photo from your profile but it still stays on their server. Internet search engines like "Google" or "Yahoo" may still find that image long after you have deleted it from your profile. Think long and hard about what type of photo you want to represent you.

6. Whoever is the “adult” (over 18) responsible for the contracts, computers, phone lines, etc... .is liable (civil and criminal) for your actions as a minor as well.

THINGS STUDENTS SHOULD AVOID:

1. Derogatory language or remarks about our students, teammates, school personnel and our community at-large; as well as, teachers, or coaches, student-athletes, administrators or representatives of other schools.
2. Demeaning statements about or threats to any third party- (Including support of demeaning statements and threats.) Don’t respond to these.
3. Distribution and possession of unauthorized videos and photos or statements depicting violence; hazing; sexual harassment and content; vandalism, stalking; underage drinking, selling, possessing, or using controlled substances; or any other inappropriate behaviors.
4. Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
5. Indicating knowledge of an unreported felonies, crimes, thefts, or damage to property or unethical behavior.
6. Indicating knowledge of unreported school or team violation – regardless if the violation was unintentional or intentional.

One of the biggest lessons social network users can learn is that anything you post online enters the public record. You never know who may be looking and when.

Students, Parents and Guardians, let it be known that any students in violation of said conduct is subject to consequences to be determined by the Administration, Principal and/or Activities Director.

The Minnesota State High School League Student Code of Responsibilities, Bylaw 206.00, is applicable and relevant in all student related issues and concerns in such matters.

STUDENT SEX NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

B. It is the responsibility of every school district employee to comply with this policy.

C. Any student, parent or guardian having questions regarding this policy should discuss it with the appropriate school district official provided by policy. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant or use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

For complete policy, refer to District Policy Handbook.

HAZING POLICY

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.

B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

G. Engaging in any behavior which constitutes "hazing" is a violation of this school discipline policy and may subject the student to discipline including suspension and expulsion. Regardless of any provision in this policy to the contrary, a student may be subject to a suspension of up to 10 days or expulsion for violation of any provision in the policy.

III. DEFINITIONS

A. "Hazing" means doing something or making another student do something that creates a risk of harm to a student in order for the student to be initiated into or affiliated with a student organization. Hazing is a violation of school policy regardless of time or place it occurs.

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that

adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.

B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.

C. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The school district may take immediate steps, as its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. DISSEMINATION OF POLICY

(NOTE: Proper reference should be made to the appropriate handbooks in each school district).

This policy shall appear in each school's student handbook and in each school's Building and Staff Handbooks.

Legal References: Minn. Stat. 127.465 (Hazing Policy)
Minn. Stat. 127.26 to 127.39 (Pupil Fair Dismissal Act)
Cross Reference: MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)

BUSING POLICY

Bus Rules are as follows;

1. The driver is in full charge of the bus and pupils.
2. No inappropriate language will be allowed on the bus at any time.
3. Students are to remain seated while the bus is in motion.
4. All objects are to remain in the bus at all times.
5. Students may not leave the bus without prior approval and the bus driver's knowledge except at their assigned bus stop or at school.
6. Prior approval should be gotten from the bus driver if your child is brining friends home on the bus (5 or more).
7. No eating or drinking on the bus.

Students in all grades of the Central Public Schools are expected to obey and follow the rules listed above. Violations of these rules that are reported in written form (to the principal) will be dealt with as follows:

1st offense The first note is only a warning that the bus violation has taken place. This note must be signed and returned to the bus driver the following morning in order for the student to ride the bus.

2nd offense The second note will bring disciplinary action resulting in a 3 day suspension of bus riding privileges. Parents must contact the student's Principal, to see if a solution to the problem can be reached. If no contact is made, the student will not be allowed to ride the bus.

3rd offense The third note will result in a 7-14 day suspension from riding the bus. The parents or guardian must meet with the student's Principal if the student is to be allowed to ride the bus after the suspension period. Then, only if proper corrective measures have been worked out, will the student be allowed to ride the bus again.

4th offense The fourth note will result in suspension of riding privileges for the remainder of the year or 90 school days, whichever is greater. The 90 days can carry into the next school year.

LOCKER POLICY

1. School lockers are the property of the school district. Students tampering with locker mechanisms or not cleaning off writing on the locker front or inside of the locker will be fined a minimum of $5.00.
2. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students.
3. School officials may inspect the interior of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant. Additionally, school officials have the right to search a student's personal possessions and the student's person.

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

As in every school, we occasionally have problems develop where students lose money or other valuables. Students should carry only the sum of money they will actually need. Large amounts of money in school are seldom necessary. It is strongly recommended that if a large amount of money is brought to school, it be left in the principal's office for safekeeping. Never give your locker combination to another student. YOUR LOCKER SECURITY DEPENDS ON YOU!!! Your locker is subject to periodic inspection for cleanliness and may be entered by the principal at any time. Phy. Ed. lockers are only for Phy. Ed. clothes. During P.E. class or scheduled activities students should check in valuables with instructor or coach.

WEAPONS POLICY

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location.

III. DEFINITION

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; laser pointers; and objects that have been modified to serve as a weapon.

2. No student shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns, toy guns, and any object that is a facsimile of a real weapon. broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No student shall use articles designed for other purposes (i.e., belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. "School Location" includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location. A student who finds a weapon on the way to school or in the school building, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon.

IV. CONSEQUENCES FOR A WEAPON POSSESSION/USE/DISTRIBUTION

A. The school district and the school takes a position of "Zero Tolerance" in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

V. POLICY APPLICATION TO INSTRUCTIONAL EQUIPMENT/TOOLS

While the school district and the school takes a firm "Zero Tolerance" position on the possession, use or distribution of weapons by students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons by students. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

VI. ADMINISTRATIVE DECRETION

While the school district and the school takes a "Zero Tolerance" position on the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

Legal References: Minn. Stat. 127.26-127.39 (Pupil Fair Dismissal Act)
Minn. Stat. 127.282 (expulsion for possession of firearm)
Minn. Stat. 127.48 (referral to police)
18 U.S.C. 921 (definition of firearm)

Cross References: MSBA Model Policy 506 (Student Discipline)
MSBA Service Manual, Chapter 6, District Education Program (A-11: Student Suspension, Exclusion and Expulsion).

Internet and Electronic Mail Parent Permission Letter/Form

We are pleased to offer students of the Central Schools access to a District computer network for electronic mail (e-mail) and the Internet. To gain access to e-mail and the Internet, all students must obtain parental permission and must sign and return this form to be on file in the principal's office.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that even though the school filters many inappropriate web sites some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students

may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resource opportunities, exceed its disadvantages. But ultimately, parents and guardians of students are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Central Schools supports and respects each family's right to decide whether or not to apply for access.

Students using school computers are responsible for good behavior just as they are expected in a classroom or a school hallway. General school rules for behavior and communications apply when using the school's computers and network. ***ACCESS IS A PRIVILEGE – NOT A RIGHT***. Access entails responsibility.

Network storage areas, Email accounts, and computer files may be treated like school lockers. School and network administrators may review files and communications with just cause to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on District servers would be private.

As outlined in Board policy and procedures on student rights and responsibilities, (copies of which are available in school offices and on the school web site), the following is considered to be examples of unacceptable use.

1. Students will not use chat rooms and will not access electronic mail (Email) account(s) other than an assigned Central School District electronic mail service. Access to commercial email account(s) will require specific written authorization from School Administration.
2. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute pornographic, obscene or sexually explicit material.
3. Users will not use the school district system to transmit or receive obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language.
4. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that are inappropriate in the educational setting or disruptive to the educational process and will not post information or materials that could cause damage or danger of disruption.
5. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
6. Users will not use the school district system to knowingly or recklessly post false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

7. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
8. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district system's security, and will not use the school district system in such a way as to disrupt the use of the system by other users.
9. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
10. Users will not use the school district system to post private information about another person or to post personal contact information about themselves or other persons including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
11. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user.
12. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
13. Users will not use the school district system for the conduct of a business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. A user may also in certain rare instances access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher.

Violations may result in a loss of access as well as other disciplinary or legal action

CHEMICAL USE POLICY

The School Board of Independent School District No. 108 believes that the health and well being of students and staff is a major factor in the pursuit of the school district mission. A healthy mind and body is a prerequisite to learning. The school board is, therefore, committed to providing a school environment that is free from the effects of chemical use and abuse by students and employees. The following policies are, therefore, adopted:

STUDENT POLICY:
Possession or use of tobacco (in any form - including e-cigs), alcohol, and all non-prescribed drugs by a student during the school year is prohibited. Violation of this policy shall result in the following consequences:

TOBACCO POSSESSION OR USE:
First offense during a school year: Two-day out-of-school suspension and notification to parents, law enforcement fine.
Second offense during a school year: Three-day out-of-school suspension, parent conference, law enforcement fine.
Third (and beyond) offense during a school year: Five-day out-of-school suspension, parent conference, law enforcement fine.

ALCOHOL POSSESSION OR USE:
First Offense: Three-day out-of-school suspension, parent conference, Interview with counselor required, and law enforcement notification.
Second Offense: Five-day out-of-school suspension. Chemical dependency evaluation through an outside agency or treatment prior to re-admission to school, and law enforcement notification.
Third Offense: Expulsion

Minnesota State High School League penalties shall be imposed in addition to those of this policy for those students so affected.

NON-PRESCRIBED DRUG POSSESSION OR USE:
First Offense: Five to Ten (5-10) day out-of-school suspension, parent/student/counselor/principal conference, and law enforcement notification.
Second Offense: Expulsion

REFER TO DISTRICT POLICY FOR COMPLETE DETAILS

REPORTING CHEMICAL USE:

Every employee is responsible to identify indicators of use of alcohol or drugs by students or school employees, and to report such situations to the appropriate individual in the school district.

PROCEDURES FOR DETECTING AND ADDRESSING CHEMICAL ABUSE PROBLEMS OF STUDENTS WHILE ON SCHOOL PREMISES

1. Each schools' Student Assistance Team (SAT) will serve as their chemical abuse pre assessment team pursuant to Minn. Stat. 121A.26;
2. The District's Safe and Drug Free School/Violence Advisory Committee will serve as the district's school and community advisory team.
3. Reporting of chemical abuse issues will be reported to the principal and/or the Student Assessment Team (SAT).

PLAGIARISM / CHEATING POLICY

DEFINITIONS AND PENALTIES

Cheating is any form of intellectual dishonesty or misrepresentation of one's knowledge. Plagiarism, a form of cheating, consists of representing someone else's work as one's own. Ignorance of what constitutes plagiarism shall not be considered a valid defense. If students are uncertain as to what constitutes plagiarism for a particular assignment, they should consult their teacher for clarification.

A faculty member may impose penalties for plagiarism and cheating ranging from a grade reduction to a zero on the assignment or exam. A faculty member may also suggest to the administration that further disciplinary action be taken.

I. Initial Determination and Penalty

A faculty member who has reason to believe that plagiarism or cheating has occurred shall:

A. Immediately meet with the student(s) involved, provide evidence of cheating or plagiarism, discuss the matter, determine whether an infraction has occurred, and decide on a penalty.

B. Immediately inform the principal of the infraction and the penalty imposed. In addition, if further disciplinary action is to be recommended it will be done so at this time. The administration may impose penalties as outlined in the disciplinary section of the Student/Parent Handbook under "Disrespect and Defiance."

II. Student Right to Appeal Initial Determination and Penalty

A student has the right to appeal the finding of plagiarism or cheating, or the severity of the penalty imposed to the Superintendent within five work days of the date of the imposed consequences.

III. Examples of Plagiarism and Cheating

Blatant examples of cheating include using books, notes, or other sources not expressly allowed during assignments or exams; copying on homework, in-class, or take-home assignments or exams; using any form of assistance if instructed to produce work individually; And assisting another student to engage in any of these behaviors. Examples of plagiarism include failing to cite written material that is directly quoted or paraphrased from another source, or failing to give credit for use of other's ideas, pictures, graphs, diagrams, or figures.

In the course of preparing a paper, doing a homework assignment, preparing for an exam, or participating in a class activity, you may have questions about whether certain practices or conduct could be viewed as plagiarism or cheating. If you have questions, ask your teacher. Faculty will respect your integrity for clarifying uncertainties and showing interest in avoiding these problems. The danger lies in engaging in practices or conduct that later could be called into question.

VANDALISM

Our school building and equipment cost the taxpayers to construct, purchase, and maintain. Students who destroy or vandalize school property will be required to pay for losses or damages. If students willfully destroy school property, suspension and subsequent expulsion may be necessary. If you should happen to damage something by accident, you should report it to a teacher or the office immediate

DISCIPLINE PHILOSOPHY

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 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. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturing of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of the school district that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 through 121A.56

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

The complete policy can be requested from the school office.

ASSERTIVE DISCIPLINE PLAN:

Classroom management is the responsibility of the teacher in charge and the students present. To maintain a pleasant educational environment, both parties must work hard to assure that individual rights and opportunities are respected.

To facilitate good classroom operation, each teacher will have an assertive discipline plan in place. Copies of the plan will be given to students through classroom notes or through handouts. Teachers may post their assertive discipline plans in their rooms. These plans will include 3 to 5 behaviors they expect from all their students. Additionally, these policies will list consequences for student failure to follow rules. Before sending a student to the office for assistance, each classroom teacher will attempt to solve the problem at the classroom level. First offenses will be handled with a reprimand/warning, second offenses will involve a discussion with the student outside the classroom, while third offenses will require that the teacher contact the parent of the student involved. The student may be sent to the Principal's office upon the third offense, and the teacher will call the office to advise the Principal of the violation that has occurred. Behaviors which are threatening or harmful in nature will result in immediate removal from class.

DISCIPLINE PROCEDURES

School responses to violations of the rules of conduct may include but are not limited to the following:

- Conference with the teacher, counselor, And/or principal
- Parent conference with staff
- Parental contact
- Restitution
- Loss of school privileges
- Modified school programs
- Detention
- Removal from class
- Removal from school bus
- Referral to police, juvenile authorities or community agency
- Out of school suspension

TENNESSEN WARNING

This is your warning. The purpose of my questioning is to find out what happened here and impose proper discipline. Our school discipline policy requires that you cooperate. Non-cooperation will subject you to discipline. Other than school officials, no one else (unless MSHSL involved, parents or guardians) will be receiving this information.

Suspected criminal information will be submitted to the police.

NOTIFICATION OF VIOLATION(S)

Teachers should issue a disciplinary notice on a student for violation of school rules. A disciplinary notice will be handled by the teacher and principal, and a copy mailed to the student's parents or guardians.

Students shall be notified of violations of the rules of conduct and resulting disciplinary actions verbally except as provided otherwise by the Pupil Fair Dismissal Act of 1974. Parents may be notified orally or in writing of disciplinary actions as provided by the Pupil Fair Dismissal Act of 1974.

DETENTION

Detention is a possible consequence for behavioral infractions. A student serves their detention with a supervising teacher. The teacher will notify parents of detention and the student is expected to serve their time as agreed between parent and teacher. Staff may arrange for detention before or after school. Skipping detention will result in the doubling of time. If a student has four (4) or more detentions and does not attend without an approved excuse, it will result in a day of out-of-school suspension.

SUSPENSIONS

Students who are truant or suspended (out of school) must make up the work missed. Students who are truant or on suspension (out of school) shall not participate in or attend school activities that day or evening.

SUSPENSION-EXPULSION

In the event it becomes necessary to suspend, exclude or expel a student, these procedures will be governed by MSA 127.26 - 127.40 (MN Pupil Fair Dismissal Act). Under the provisions of this law, students may be suspended or expelled.
The consequences for misbehavior described on the following pages are designed to be fair, firm and consistent for all students. They apply to students in any school or other

district building, on district property, in district vehicles, and at school or district events. (District vehicles are defined as school buses and vans owned or leased by the school district, and cars and other vehicles owned by district staff and authorized by the district for transporting students).

Because it is not possible to list every misbehavior that occurs, misbehaviors not specified will be responded to as necessary by staff. Minor misbehaviors are dealt with by bus drivers, chaperones, classroom teachers, counselors, administrators and other appropriate district staff.

Consequences - For each misbehavior described, there are specific consequences for first, second, third and fourth violations. Those consequences are shown as "*," suspension for a specified number of days or expulsion.

> "*" is defined as: Consequences for violation will include student conference and parent notification, and may include, but are not limited to parent conference, restitution, service, detention and up to one-day out-of-school suspension

In the chart on the following pages, suspension is defined as out-of-school suspension-action taken by the school administration to prohibit a student from attending school for no more than 10 school days. If suspension is longer than five days, the suspending administrator must provide the Superintendent with a reason for the longer suspension. (A one-day suspension is for a consecutive period of time equivalent to one school day. For example, if a student is suspended at noon, he or she may be suspended until noon on the following school day).

Expulsion is action taken by the school board to prohibit a student from further school attendance for up to one school year from the date the student is expelled.

Exclusion is an action taken by the school board to prevent a student from enrolling or re-enrolling for a period of time that shall not extend beyond the school year.

In addition to the consequences detailed on the following pages, a specific school or the District Transportation Department may respond to student misbehavior in a variety of ways which include, but are not limited to, parent conferences, mediation, restitution, reports to probation services, criminal reports, community service, fines, loss of driving and parking privileges and chemical evaluation.

Administrators will involve the police and other law enforcement authorities as necessary. If a student violates a district rule which is also a violation of a law, the student will be referred to the police in addition to being dealt with as described in this regulation.

Consequences for a specific offense may be more severe than indicated if staff believe it is appropriate.

The following list of rules is not intended to place undue restrictions on the student body, but rather to encourage all students to behave in such a manner that they will be a credit to the school. It is encouraging to note that the great majority of students regard rules as necessary and put themselves wholeheartedly into helping the school perform its functions and are not affected by disciplinary procedures.

Students are expected to not engage in the following activities. The consequences apply regardless of whether the misbehavior took place in school, on district property, in a district vehicle, or at a school or district activity.

Misbehavior	1st Offense	2nd Offense	3rd Offense	4th Offense
Abuse, Verbal Arousing alarm in others through the use of language that is discriminatory, abusive, obscene or threatening. Toward Student (grades 6-8) Towards Staff (6-8)	***** 1 day susp	1 day susp 3 day susp	3 day susp 5 day susp	5 day susp expulsion
Alcohol or Chemicals, Possession or Use Possessing or using any narcotic or controlled substance where possession or use is prohibited by Minnesota or federal law. (Any prescription medication a student is required to take, with the exception of prescribed inhalers, must be left with and administered by the school nurse, in accordance with district administrative regulations. Alcohol (6-8)	3 day susp	5 day susp	expulsion	

Chemicals (6-8)	5-10 day susp	expulsion		
Alcohol, Possession With Intent to Distribute or Sell Selling or distributing, or intending to sell or distribute, alcohol where sale or distribution is prohibited by Minnesota or federal law Grades 6-8	5 day susp	Expulsion		
Ammunition, Possession - Possession of bullets or other projectiles designed to be used in a weapon. Grades 6-8	*****	3 day susp	5 day susp	Expulsion
Arson - Intentional destruction or damage to school or district buildings or property by means of fire. (grades K-12)	Expulsion			
Assault, Physical - Acting with intent to cause fear in another person of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another person. Upon a student (grades 6-8 Upon a staff member (grades 6-8	1-5 day sus Expulsion	5-10 day	Expulsion	
Assault, Verbal - Verbal confrontation with a student or staff member which is intended to cause fear of bodily harm or death. Upon a student (grades 6-8) Upon a staff member (grades 6-8)	1-3 day sus Expulsion	5-10 day	Expulsion	
Assault, Aggravated - Committing an assault upon another person with a weapon, or an assault which inflicts great bodily harm upon another person. (grades k-12)	Expulsion			

Bodily Harm, Inflicting - Committing an accidental act which, although a result of poor judgment, inflicts great bodily harm upon another person. (grades 6-12)	3 day susp	5 day susp	expulsion	
Bomb Threat, False - Intentionally giving a false alarm of a bomb. (grades 6-12)	expulsion			
Burglary - Entering a building without consent and with intent to commit a crime, or entering a building without consent and committing a crime. (grades 6-12)	expulsion			
Chemicals, Possession With Intent to Distribute or Sell - Selling or distributing, or intending to sell or distribute, any narcotic or controlled substance where sale or distribution is prohibited by Minnesota or federal law. (grades 6-12)	expulsion			
Disrespect/Defiance - Failure to show consideration/courtesy for others, to intrude upon or molest others, to excessively challenge or resist school authority, to defy school rules and authority. (grades 6-12)	*****	*****	*****	*****
Dress and Grooming (for complete details, see Policy Handbook) - Clothing may not include words or visuals which are obscene, abusive or discriminatory, or which advertise or promote tobacco, alcohol, sexual content, narcotics or dangerous drugs. Example: Co-Ed Naked, Big Johnson and Red Dog T-Shirts. Wearing of Caps/Hats, Tank Tops, Short-Shorts, or clothing that exposes midriff				

are not allowed. (grades 6-12)	*****	*****	*****	*****
Explosives, Possession and/or Use - possessing or using any compound or mixture, the primary or common purpose of which is to function by explosion, with substantially instantaneous release of gas and heat. (grades k-12)	expulsion			
Fighting - Mutual combat (differentiated from poking, pushing, shoving or scuffling, see #6) in which one or the other party(ies) or both contributed to the situation by verbal and/or physical action. (grades 6-8)	1 day susp	3 day susp	5 day susp	Expulsion
Fire Extinguisher, Unauthorized Use - Unauthorized handling of a fire extinguisher. (grades 6-12)	5 day susp	expulsion		
Fireworks, Possession - Possessing or offering for sale any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation. (grades 6-8)	1 day susp	5 day susp	Expulsion	
Fireworks, Use - Using any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation. (grades 6-8)	3 day susp	5 day susp	Expulsion	
Gambling - Playing a game of chance for stakes. (grades 6-8)		1 day susp	3 day susp	5 day susp

Harassment, Including Sexual - Participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals, including indecent exposure, and words or actions that negatively impact an individual or group based on their racial, cultural or religious background, their sex or any disabilities they may have. (For more information about sexual harassment, refer to district policy. (grades 6-8)		1-3 day Susp	2-5 day susp	5-10 day susp
Classroom disruption or Interference - Verbal or physical interference with classroom instruction, not allowing instructors to teach or students from learning. (grades 6-8)				
Ignition Devices-Use of an ignition device, butane, disposable lighters or matches, under circumstances where there is an obvious risk of fire, but arson not committed will be reported to law enforcement.	1 day susp	3 day susp	5 day susp	Expulsion
Electronic Devices, Possession - Possession of electronic devices or objects which cause or may cause distractions including, but not limited to lasers, pagers, radios, cell phones, ipods, and/or electronic devices that can transmit audio or visual communications. (grades 6-8)	□	□□	1-day susp	3-day susp
Public Display of Affection - Display of affection, other than holding hands, does not have a place, at any time, in our school. (grades 6-8)				
Records or Identification Falsification - Falsifying signatures or data, or refusing to				

give proper identification or giving false information to a staff member. (grades 6-8)		1 day susp	3 day susp	5 day susp
Robbery or Extortion - Obtaining property from another person where his or her consent was induced by use of force, threat of force or under false pretenses. (grades 6-8)	3-day susp Up to expulsion	5-day susp Up to expulsion	Expulsion	
Sexual Conduct, Criminal - Engaging in non-consensual sexual intercourse or sexual contact with another person, including intentional touching of clothing covering a person's intimate parts, or intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent. (grades 6-8)	5-day susp. Up to expulsion	Expulsion		
Terroristic Threat - Threatening, directly or indirectly, to commit any crime of violence with the purpose of terrorizing another person. (grades 6-8	5-day susp. Up to expulsion	Expulsion		
Theft, or Knowingly Receiving or Possessing Stolen Property - Unauthorized taking of the property of another person, or receiving or possessing such property. (grades 6-8)	1-day susp Up to expulsion	3-day susp Up to expulsion	5-day susp Up to expulsion	Expulsion
Tobacco - Possessing or using tobacco or E-Cigs in district buildings, on district grounds, in district vehicles or at district events, in violation of district administrative regulation 406.5AR, Tobacco-Free Environment (grades 6-12)	2 day susp	3 day susp	5 day susp	5 day susp

Trespassing - Being present in any district facility or portion of a district facility when it is closed to the public, or unauthorized presence in a district vehicle. (grades 6-8)		1 day susp	3 day susp	5 day susp
Weapon or Look-alike Weapon, Possession - Possessing any firearm, whether loaded or unloaded, or any device intended to look like a firearm; any device or instrument designed as a weapon and capable of producing severe bodily harm, or intended to look like a device or instrument capable of producing severe bodily harm; or any other device, instrument or substance, including laser pointers, which, in the manner in which it is used or intended to be used, is calculated or likely to produce severe bodily harm or looks like it is calculated or likely to produce severe bodily harm. Weapon or look-alike weapon, possession (grades 6-12)	Expulsion			
Willful Damage of Property (Vandalism) - Littering, defacing, cutting or otherwise damaging property that belongs to the school, to other students, to staff members or to other individuals while the student is on school property, at a school activity, in a district vehicle or under the supervision of school staff. (grades 6-12)	5 day susp	Expulsion		

1st OFFENSE - electronic device turned into principal's office and returned to student at the end of the day.

2nd OFFENSE - electronic device turned into principal's office for three (3) days. Parents must call the office prior to the electronic device being returned to the student.

REMOVAL OF STUDENTS FROM CLASS

Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

GROUNDS FOR REMOVAL FROM CLASS SHALL INCLUDE ANY OF THE FOLLOWING

1. Willful conduct that disrupts the right 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 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.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

PROCEDURES FOR REMOVAL OF A STUDENT FROM CLASS

1. A teacher may remove a student for one class or activity period. Teacher should inform the office that student has been removed and to expect student's arrival.
2. Removal of a student for more than one class or activity period will require principal/designee approval.
3. Documentation providing reasons for removal will be given to principal by removing teacher before that class meets again. Parent notification will be done by teacher removing student. If student is to be removed for more than one class period, parent notification will be done by principal/designee.

RESPONSIBILITY FOR AND CUSTODY OF A STUDENT REMOVED FROM CLASS

1. Any student removed from class is to immediately report to the office.
2. Students sent to the office may do so unattended if there are no safety concerns. If safety issues exist, teacher must contact office and principal/dean will come to escort students to the office.
3. While in the office for class removal, student will complete assigned work. Teachers will have work available for students during this time.
4. While student is removed from class, the principal/dean will be in charge of student.

PROCEDURES FOR RETURN OF A STUDENT TO CLASS

If a student has been removed for 1 or 2 days, the student, teacher, and principal will meet to discuss a readmission plan. If the student has been removed for 3-5 days, student, parent, teacher, principal must meet to discuss a readmission plan.

PROCEDURES FOR NOTIFICATION

1. All students may request the Parent/Student Handbooks at the beginning of each school year or view online at www:isd108.org
   that explains the rules of conduct and associated procedures. In addition, during the course of the year, disciplinary notices, phone calls, and/or letters will be used to contact parents of violations.
2. Any violation that results in a student being removed from class will result in a parent notification by the teacher and/or principal/designee.

STUDENTS WITH DISABILITIES; SPECIAL PROVISIONS
Any consideration as to whether there is a need to review procedures for assessment, current IEP's or appropriate referral of students in need of special education services will be done by each school's Student Assistance Team (SAT). Any parent or staff member may make referrals to the SAT for child study to determine appropriate services.

GUILT BY ASSOCIATION

Guilt by association means a student remains in the presence of another student who is using, consuming or has possession of a beverage containing alcohol or who is using,

consuming, has possession of, is buying, selling or giving away a controlled substance.ath The Guilt by Association Policy is in effect for all students during the entire calendar year.

a. After confirmation of the first violation the student and parent will be contacted and receive a letter documenting the incident (warning clause).
b. After confirmation of the second violation and no violation under the MSHSL Policy, the penalty is step one under MSHSL penalties.

School Life

ATTENDANCE POLICY

The Board of Education, Administration, and Faculty believe all students should benefit from the education opportunities, programs and activities that are available at school. Minnesota State Law and Educational Department regulations require daily attendance. Although learning occurs in a variety of settings, time in class is essential to learning so that students can receive instruction and contribute as members of the community of learners. Students, parent or guardian, school staff, and the community share an obligation to encourage and ensure the student's continuous attendance.

Students of Central High School will be expected to be diligent and punctual in attendance. All students will be held accountable for missed days of school.

ABSENCES

If a student must be absent from school, the student's parent or guardian must call the Secondary school office at 952-467-7104 on the day of the absence, prior to 9:00 a.m. to verify the absence. We wish to confirm immediately the reason and whereabouts of each student to help ensure their safety. The office is open at 7:30 a.m. (school prefers early calls). Contact the office if there are extenuating circumstances.

MAXIMUM ABSENCE POLICY (EXCUSED AND UNEXCUSED)
The maximum absence policy is enforced if a student exceeds 10 absences from a class in one semester. Students will not receive credit for a class in which absences exceed 10 in a semester under the authorized and unauthorized categories.

Students will receive a “Loss of Credit” (LC) due to absences for the class if they remain in the class the remainder of the semester, follow behavior expectations, and meet all course requirements by the end of the semester. A “Loss of Credit” **does not** affect a student’s GPA.
Students will receive a “Fail” (F) if they are removed from the class for being disruptive or not following expectations, or if they do not meet the course requirements. A “Fail” **does** affect a student’s GPA.

EXCUSED ABSENCES - These count toward the maximum of 10-absence policy.

- Illness – undocumented
- Illness in student’s family
- Professional appointments that cannot be scheduled outside of the school day.
- Car trouble
- Family matters necessitating absence from school with advance notice.
- Absences outside of the student’s control.

UNEXCUSED ABSENCES - These count toward the maximum of 10-absence policy and truancy.

- Running late (to class or to school)
- Missing ride/bus
- Truancy/skipping school
- Oversleeping/sleeping in
- Off campus during lunch
- Senior skip day
- Unverified by/parent/guardian
- Other illegitimate excuses

School Excused Absences - These DO NOT count toward the maximum of 10-absence policy and truancy.

- College visits (2 days allowed for juniors and 2 days for seniors)
- School sponsored curriculum and co-curricular activities
- Special talent/club activities – prior approval required
- Suspension
- Authorized appointment with school personnel
- Death in student’s immediate family or of a close relative or friend
- Illness – original documentation required by medical personnel

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Assigned to jkley@isd108.org

- Illness in student's immediate family – original documentation required by medical personnel
- Legal/court appearances – original documentation required from court system
- Religious holidays
- Physical emergency conditions such as fire, flood, or storm

NOTIFICATION/INTERVENTIONS FOR MAXIMUM 10-ABSENCE POLICY
Students are expected to be aware of their own status in regard to tardies and absences in classes each semester. (Students and parents/guardians are able to access this information through the student portal on the web.) They will receive the following information to assist them in this expectation.

- If a student is absent from class 3 times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian.
- If a student is absent from class 5 times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian.
- If a student is absent from class 7 or more times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian. This notification is in regards to the maximum absences rule. This notification will also inform the student and parent(s)/guardian(s) of the loss of credit according to the maximum absence rule and information on the appeals process.

These will be examined on an individual basis.

TRUANCY: 7 Unauthorized Absences in Carver County
An unauthorized absence is one in which the student is absent from class/es without the knowledge and consent of his/her parent or guardian and/or without the approval of school officials. No graded credit will be granted for work missed when an absence is unauthorized, although teachers may still require making up missed work as a requirement of the course. Also, a student leaving the building for any reason during the day without getting a pass from the nurse or high school office is unauthorized.

Minnesota Statute (MS260.015, subdivision 19) states that a high school student who is absent from school without lawful excuse for 7 partial or full cumulative school days (nonconsecutive) is considered to be truant. It may be necessary for school authorities to file truancy with the Carver County Attorney's Office in these cases.

- If a student has been absent 3 or more class periods on three school days without valid excuse, a letter from the Counselor will notify the parent/guardian of the absence.

- If a student has been absent 5 or more class periods on five school days without valid excuse, a letter from the Counselor will notify the parent/guardian of a required meeting with the school and a county official.

- If a student has been absent 7 or more class periods on seven school days without valid excuse, truancy will be filed with Carver County Social Services.

These will be examined on an individual basis.

Absences counting toward truancy are cumulative throughout the school year and are not restricted to a particular semester.

TARDY TO CLASS

A student who is late to school or to class must secure a pass from the office or from the person who detained him/her before being admitted to class. Every three unexcused tardies per class is equivalent to one unexcused absence, resulting in a disciplinary action which could include detention from school administration.

LEAVING SCHOOL DURING THE DAY

If there is a special reason why a student must leave school before the end of the school day, it is the student's responsibility to provide a written excuse prior to first period or must have a parent call stating the reason. The student must obtain a permit to leave and sign out when leaving and sign in upon returning.

If a student becomes ill during the school day, he/she must report to the nurse's office or, in her absence, the principal's office. Further action will be determined at that time. If the illness is serious enough, parents or some other appropriate adult will be contacted in order to assure responsibility before the student is allowed to leave the building.

SCHOOL ATTENDANCE FOR CO-CURRICULAR ACTIVITIES

A student must be in school for the entire day to be eligible for that day's event or practice unless a student receives a one-day prior approval for an absence by the principal. This rule includes the lunch period. **Exception**: If a student notifies the office on the day of appointment, the student must bring back written documentation from the place of the appointment. (Example: Appointment card with time, date, and signature of office personnel). An unexcused absence is defined as missing 15 minutes or more of a class without a valid excuse.

HOMEBOUND INSTRUCTION

When a physician certifies that a student cannot be in attendance for ten or more consecutive days due to a physical or emotional condition, that student will be eligible for homebound instruction. Parents should contact the principal's office for additional information concerning homebound instruction.

REMOVAL OF STUDENTS FROM CLASS

Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy.

GROUNDS FOR REMOVAL FROM CLASS SHALL INCLUDE ANY OF THE FOLLOWING

1. Willful conduct that disrupts the right 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 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 is at the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

PROCEDURES FOR REMOVAL OF A STUDENT FROM A CLASS

1. A teacher may remove a student for one class or activity period. Teacher should inform the office that the student has been removed and to expect the student's arrival.
   2. Removal of a student for more than one class or activity period will require principal/designee approval.
   3. Documentation providing reasons for removal will be given to principal by removing teacher before that class meets again. Parent notification will be done by teacher removing student. If a student is to be removed for more than one class period, parent notification will be done by principal/designee.

RESPONSIBILITY FOR AND CUSTODY OF A STUDENT REMOVED FROM CLASS

1. Any student removed from class is to immediately report to the office.
2. Students sent to the office may do so unattended if there are no safety concerns. If safety issues exist, the teacher must contact the office and the principal/designee will come to escort students to the office.
3. While in the office for class removal, students will complete assigned work. Teachers will have work available for students during this time.
4. While the student is removed from class, the principal/designee will be in charge of the student.

PROCEDURES FOR RETURN OF A STUDENT TO CLASS

If a student has been removed from a class for 1 or 2 days, the student, teacher, and administrator will meet to discuss the readmission plan.

PROCEDURES FOR NOTIFICATION

1. All students receive Parent/Student Handbooks at the beginning of each school year that explains the rules of conduct and associated procedures. In addition, during the course of the year, disciplinary notices, phone calls, and/or letters will be used to contact parents of violations.
2. Any violation that results in a student being removed from class will result in a parent notification by the teacher and/or principal/designee.

STUDENTS WITH DISABILITIES; SPECIAL PROVISIONS

Any consideration as to whether there is a need to review procedures for assessment, current IEP's or appropriate referral of students in need of special education services will be done by each school's Student Assistance Team (SAT). Any parent or staff member may make referrals to the SAT for child study to determine appropriate services.

PROCEDURES FOR IMMEDIATE AND APPROPRIATE INTERVENTIONS TIES TO VIOLATION OF THE CODE OF STUDENT CONDUCT
Refer to the discipline policy and procedures in the Parent/Student Handbook.

ANY PROCEDURES DETERMINED APPROPRIATE FOR ENCOURAGING EARLY INVOLVEMENT OF PARENTS OR GUARDIANS IN ATTEMPTS TO IMPROVE A STUDENT'S BEHAVIOR
Refer to the discipline policy and procedures in the Parent/Student Handbook.

ANY PROCEDURES DETERMINED APPROPRIATE FOR ENCOURAGING EARLY DETECTION OF BEHAVIORAL PROBLEMS
Refer to the discipline policy and procedures in the Parent/Student Handbook.

Daily Schedule

First Tone	07:55	**Lunch:**	
Period 1	08:00 - 08:52	A -	11:22-11:52
Period 2	08:56 - 09:42	B -	11:49-12:19
Raider/WIN	09:46 - 10:32	C -	12:16- 12:47
Period 3	10:36 - 11:22		
Period 4	11:26 - 12:43		
Period 5	12:47 - 01:33		
Period 6	01:37 - 02:23		
Period 7	02:27 - 03:13		

Advisors

9th GRADE ADVISORS	
10th GRADE ADVISORS	Laura Hanson, Jim Mesik

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11th GRADE ADVISORS	Taylor Gustafson, Adam Halpaus
12th GRADE ADVISORS	Kirsten Thor
PROM ADVISORS	Taylor Gort, Kelly Street
CORONATION ADVISOR	Kelly Street
SCHOOL YEARBOOK ADVISOR	Kelly Street

Class dues must be paid in order to participate in school activities. (athletics, fine arts, dances, and other co-curricular events)

PASSES

All students must have a SmartPass when out of class during any instructional time. Students should create their own passes for locker, restroom, classroom visits and have their classroom teacher approve before they leave the classroom.

STUDY HALLS

Every student is to have sufficient materials and textbooks to study for the hour. Permission to leave study hall to go to the library or to another classroom will be by SmartPass only.

Students are to:

- Use study hall for study purposes.
- Study or sit quietly as not to disturb others.
- Plan ahead. Bring study materials

Rules:

- Attendance will be taken before passes are accepted.
- Students will have assigned seats.
- Students must sign out/in and have passes when moving around the building.
- Media Center, restroom, and locker passes will be granted at teacher discretion.
- Pop, food, sleeping, radios, and recreational games are not allowed.

Consequences for not following the rules are:

- One-week restriction to study hall.
- Restriction to study hall for remainder of quarter.
- Teacher assigned detention.

POLICY REGARDING CLASSROOM MOVIES

(Movies as used in this policy shall mean full length commercial movies or made for T.V. movies, but shall not include educational films whose primary function is to inform).

Teachers may utilize movies in their classrooms to support and supplement their instruction. To ensure that these movies are not offensive, the staff submits a list to the building principal for approval. The movies are evaluated based on their ratings, age appropriateness, and teacher recommendation. No "R" rated films shall be approved.

1. A parent or student may request that the student be excused from viewing any movie. The student's grade will not be affected in any way and the teacher shall assure that the student will not be embarrassed or discriminated against because they choose not to view the film.
2. In the event a movie is not included on the list and subsequently the teacher wishes to show it, the movie must be discussed and previewed as necessary with the principal. The teacher will send notification to parents prior to the movie being shown.

TEXTBOOK CARE AND INSPECTION

At the beginning of the school year, each teacher will record student textbook numbers. Students are to write their names in the appropriate place in the front of the textbook. A textbook inspection day will be announced toward the end of the school year. Each student must bring to class on that day the textbooks that were issued to them. On inspection day, students' books will be checked to see that they have the books they were issued at the beginning of the year. If a student has a book with some other number than the record shows, they obviously have acquired that book from some other student. Books will be checked for damage in the following ways:

1. Writing in the books
2. Torn pages
3. Missing pages
4. Broken covers, etc.

If a student has damaged his/her textbook in one or more of the above ways, he/she must make restitution in some way or another. If the damage can be corrected by the student, that form of restitution is most desirable. If, however, the damage cannot be corrected or

if the student refuses to correct the damage, fines may be imposed in accordance with the following schedule.

Value of books are calculated in this manner:

First year: 100% of cost	Third year: 50% of cost
Second year: 75% of cost	As long as book is usable: 50% of cost

The procedure is as follows:

1. Fines will be listed on a "fine report".
2. Art, phy. ed., etc. will record any material fines on the fine report.
3. The fine reports will be turned into the office upon which the students will be notified.

Middle School Curriculum

Curriculum will consist of the following classes for each grade.

6th Grade	**7th grade**	**8th Grade**
Language Arts	English	English
ReadingMath	Language Arts	
Math Science	Math	
Science Social Studies	Science	
Social studies	Phy Ed	Social studies
Phy. Ed.	Band/Choir	Phy. Ed.
Band/Choir	General Music	Band/Choir
Computer Keyboard app	World Language	Industrial Technology
Art Health	Art	
Industrial Technology		STEM-8

MUSIC OFFERINGS

6th-8th students have the opportunity to take a music class. Students may choose band or choir. If a student is enrolled in both band and choir, they may drop either band or choir at any time and continue in the remaining class. Any other music changes will only be allowed at the end of the semester.

All band students are provided with an individual band lesson. The lesson time will be held for ten minutes each week. It is the student's responsibility to attend their lesson each week. Students will be excused from their class at the assigned time, but it is the student's

responsibility to make up any missed assignments. If a student has a test or other pertinent class assignment during their lesson time, it is the student's responsibility to notify their lesson instructor for an excused absence from that lesson. Students receive a band grade on their report card.

Band and choir students are expected to participate in both the winter and spring concerts.

BUS TRANSPORTATION

Central Public School students will have buses available for rural routes. Bussing will also be available at select sites for l students in Norwood Young America in the morning only. Afternoon stops are available to Norwood. Consult the District newsletter for times and locations. Bus transportation is a privilege. Inappropriate conduct will result in the loss of this privilege.

ASSEMBLIES

At all times the student's behavior should be refined and courteous. An indication of the cultural level of the school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable conduct would include whistling, uncalled-for-clapping, boisterousness, and talking during a program.

Prior to a general assembly, students are to report to their advisor. Textbooks and other materials are to be left in the homerooms. Purses and billfolds are to be taken into the gym.

STUDENT DRIVING AND PARKING

Students are required to park in the parking lot in front of the school. Students parking in the back lots, reserved for staff, may have their vehicles towed at their expense.

Restricted and Reserved Parking: Each parking lot will have a space designated for handicapped or reserved parking. It is a violation of the policy to park in these designated spaces unless qualified. Violators may have their vehicle towed, without warning, at the violator's personal expense.

STUDENTS PERSONAL PROPERTY AT SCHOOL

Students are discouraged from bringing valuable or excessive personal property from home. These items may be disruptive both on the bus and in the building and there is no provision to insure the safety of them.

It is the policy of this school district that students shall be responsible for their own personal property. Neither the school district nor its employees shall be responsible to insure the security of student's personal property.

LOCKERS

Never give your locker combination to another student. Your locker is subject to periodic inspection for cleanliness and may be entered by the principal at any time. Phy. Ed. lockers are only for Phy. Ed. clothes. During P.E. class or scheduled activities students should check in valuables with instructor or coach.

FOOD AND BEVERAGES IN SCHOOL

Food and beverages are to be consumed in the lunchroom area. Students are discouraged from bringing food and/or beverages to school, storing them in lockers, and eating/drinking in hallways. Students seen doing so can have items confiscated and turned into the principal's office.

ELECTRONIC DEVICES

The use of cell phones, portable music devices, etc. are not permitted to be used during class time. Students in grades 6-8 must leave their phone in their locker during class. Students in grades 9-12 are required to use the phone holder in each classroom unless given explicit permission from a teacher. Students may not video, photograph, or audio record any student or staff member at Central Public School without permission and/or consent. Cell phones and portable music devices may be used in the hallways before and after school, between classes, and during lunch period. Headphones of any kind are not to be worn at any time during class.

Should you need to contact your child during the school day, please call the high school office at
952-467-7100.

Any device capable of taking pictures, photographs, etc. is strictly prohibited from locker rooms

and restrooms at Central Public School, or locker rooms and restrooms where any school related activity is being held.

*Medical research suggests that exposure to laser pointers, for as little as two seconds may cause impaired vision and physical damage to the retina. Lasers used in this manner may be considered a weapon and fall under the weapon policy.

Lunch

Central Secondary School has a closed lunch hour for all students in grades 6-12. It will be a violation of policy for any student to be in the parking lot or in cars at any time during the school day, unless permission has been given by the principal's office. Students who violate the lunch policy will be subject to progressive disciplinary action.

Lunch is served at school or students may bring their own lunch. We utilize a computerized lunch program. Each student will have a 4 digit pin number. School breakfasts and lunches are free for all students. Students may use the Rev Track system to add money for a la carte items. Food Delivery services are prohibited for all students during school hours.

We use the RevTrak Web Store for all online payments. Using this system, families may pay school fees from anywhere at any time without additional fees. RevTrak will be used for Athletics & Activities Registration, Meal Payments, Class Dues/Fees, Technology Fees, Field Trips, Event Tickets, and much more.

To get started, just follow these steps:

1. Go to our districts RevTrak Web Store (isd108.revtrak.net) and click "Log In"

2. Select "Create New Account". Enter your information and follow onscreen instructions to complete setting up your account.

3. IMPORTANT - Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student". You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

If you have any questions or run into any difficulties, please contact us at finance@isd108.org.

Library and Media Center

SELECTION OF LIBRARY BOOKS AND MATERIALS

The following guidelines are established for the orderly selection of Library Books and Materials.

1. Books and other library materials shall be recommended for purchase by the professional library personnel employed by the school district.
2. Teachers, administrators, and other staff members may recommend to the professional librarian purchases of library books and materials based on their curricular objectives.
3. The professional librarians shall whenever possible refer to book reviews or other reference material prior to ordering books and materials for the library.

The following procedure is established for processing and responding to challenges of library books and materials:

1. The person requesting removal or reconsideration of a book or other material shall complete the appropriate form and return it to the principal of the school involved. Forms can be picked up in the principal's office.
2. The principal shall refer the objection to the Committee for re-evaluation of materials which shall be comprised of staff, administration, and school board.
3. The Superintendent of Schools shall serve as the chair of the committee and is responsible for setting meetings and making appropriate reports.
4. The Committee for Reevaluating of Materials shall meet within 20 days of receiving the objection, render a decision within 30 days, and make a written report to the school board and to the objector.
5. The objecting party has the right to grieve the decision of the committee to the school board.
6. A complete copy of this policy can be obtained in the school district office.

HOMECOMING ELIGIBILITY POLICY

Section 1: Any student, who receives a MSHSL violation during their sophomore, junior, or senior year will not be eligible to serve as a member of the Homecoming Royalty or to participate as a “Master of Ceremonies” during their sophomore, junior, or senior year.

Section 2: Any student, who receives a MSHSL violation during their freshman year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman, sophomore, or junior year but would be eligible to participate during their senior year.

Section 3: Any student, who receives a MSHSL violation during their 8th grade year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman and sophomore year but would be eligible to participate during their junior and senior year.

Section 4: Any student with two or more MSHSL violations will not be allowed to serve as a member of the Homecoming Royalty or "Master of Ceremonies" speaker.

PROM

In the spring of the year, the juniors entertain the seniors at Prom. It is usually scheduled on a Saturday night. It is an open prom however, no one older than 20 years old may be an invited guest of a junior or senior. The juniors pay for it by fund-raising projects they might undertake, as well as using the money collected from dues. Any student of CHS must have their class dues paid in order to attend prom. Once students arrive at the prom site, they must remain inside the dance area. Guests of Juniors or Seniors must be at least sophomores in High School.

FEES

In addition to fees for various athletic and fine art activities, Central High School request that fees be paid for the following:

STUDENT CHROMEBOOK: Each student is issued a Chromebook for school work. Each student will be responsible for a $20 Chromebook insurance fee each year.

Specific fees for chromebook damage caused by regular use:

1st time: insurance covers ($0)
2nd time: $50 fee
3rd time: $100 fee
4th time: Full price $260.

Anytime there is intentional damage or negligence, the full price of the chromebook will be charged.

Chargers:
If it breaks, we will replace it free of charge.
If the charger is lost, it is $15 for a replacement.

Chromebook cases are required to be on the computer at all times

Class dues: Cover the following – Homecoming decorations, flowers, Prom expenses, Senior Breakfast, Graduation expenses, funerals, get wells, etc.

- 9th Grade - $25.00
- 10th Grade - $25.00
- 11th Grade - $25.00
- 12th Grade - $25.00

Shop fees:

- Woods I and Woods II – $10
- Welding I and Welding II – $10
- Foods – $10
- Art of Plants – $10
- Veterinary Science – $10
- Animal Science – $10

Art Fees:

1. Art fees *(scholarships available upon request)*:
   -**$25.00** for Global Arts & Ceramics)
   -Students will be required to purchase a basic clay tool kit directly from school. This will be a one-time purchase and can be used throughout the Ceramics program.
   -**$30.00** for Ceramics 2 & 3
   -**$10.00** for Interior Design and Draw Paint and Print 1 & 2
   -Students will also be required to purchase their paint brushes directly from the school. This change ensures that all students have high-quality, appropriate brushes for their coursework and take ownership over their property.

Bowling fees for Phy. Ed: $20.00

Scholarships available as needed. See principal or school counselor for information

NOTE: All fees must be paid before students can attend Prom or Graduation ceremonies. Please see the Principal or Counselor if a scholarship for fees is needed.

DISTRICT POLICY FOR LETTERING

ACADEMIC LETTERING

PURPOSE:

In order to promote academic excellence and to recognize those students, who have demonstrated superior academic achievement, District 108 has developed the following Academic Lettering Policy.

CRITERIA

1. Grades 9 – 12 eligible.
2. Students in grades 9, 10, & 11 must maintain a grade point average of 3.67 or above for both semesters. Academic letters are distributed at the start of the following school year.
3. Senior academic letters are awarded based on an average of semester 1 grades and "in progress" grades at the time of the awards ceremony.
4. Students will receive a chenille letter and gold bar for their first award; students will receive gold bars for additional awards.
5. Students in grades 9 – 11 must be enrolled in a minimum of six (6) classes. Seniors must earn a minimum of 5.5. credits.
6. Students will not have any "D" or "F" grades for any quarter.

FINE ARTS

The Board of Education wishes to encourage high academic performance and participation in fine arts activities by students in School District 108. To recognize the commitment, talent, and skills exhibited in academic achievement and fine arts participation, the school district shall award a school letter based on established performance criteria.

Senior High students, grades 9-12 shall be eligible for a school letter and for the Presidential Academic Fitness Award for exceptional academic performance.

Senior High students may earn a school letter for fine arts performance, athletic performance, and/or in the areas of Drama (One Act Play and/or Three Act Play), Speech, Band, Choir, Yearbook, Student Council, National Honor Society, Knowledge Bowl, and PEERS.

* Academic Letter 9th - 12th Grade
* Drama
* Band
* Yearbook
* Student Council
* President's Education Awards
* Speech
* Choir
* National Honor Society
* Athletics

See Activities Handbook for list of criteria to earn a letter.

PRESIDENT'S EDUCATION AWARD

The President's Education Awards Program is designed to recognize and reward academic excellence and academic achievement. Awards given are the Presidential Award for Educational Excellence and Presidents Academic Achievement Award. Criteria for these awards include high academic achievement and outstanding achievement in a standardized test and the classroom. Awards will be given to students when they exit eighth and twelfth grades.

~~***ATHLETICS***~~

~~The Central Athletic Program will strive to provide a quality athletic experience, based on participation for all students in good standing both academically and behaviorally. The program is part of the overall education of the student. Emphasis will be placed on sportsmanship, participation, and skill development. 5th and 6th grade students will have opportunities in intramural football, volleyball, and basketball offered through District 108 Community Education. 7th - 12th grade students will have opportunities in interscholastic football, volleyball, basketball, wrestling, cross country, baseball, softball, track and soccer.~~

~~Fees~~ must be paid to the office within five (5) days of practice~~. The Athletic Director will handle all middle school athletics. The maximum family cost for activity fees will not exceed $700.00 a year. Any Middle School student that participates in a high school level~~

sport, will pay the activity fee for that High School level activity. Athletics and activities passes will be sold through the Rev Track system:

We use the RevTrak Web Store for all online payments. Using this system, families may pay school fees from anywhere at any time without additional fees. RevTrak will be used for Athletics & Activities Registration, Meal Payments, Class Dues/Fees, Technology Fees, Field Trips, Event Tickets, and much more.

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3. IMPORTANT - Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student". You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

If you have any questions or run into any difficulties, please contact us at finance@isd108.org.

Sports Physicals are required for all participants in interscholastic sports, grades 7-8. The physicals are good for three years. Documentation must be in the office before student will be allowed to play the game.

INTERSCHOLASTIC SPORTS-GRADES 7-8

ACTIVITY	COACH/ADVISOR	PARTICIPATION FEE

Football Joe Kley $100.00

Volleyball Jon Wroge/Mary Wroge $100.00

Cross Country Mark Lagergren, Jordan Mahrer $100.00

Girls Soccer (High School) Joseph Perez $175.00

Boys Soccer (High School) Sibley East $175.00

Wrestling (High School) $175.00

Boys' Basketball Jon Wroge $100.00

Girls' Basketball Jacob Schrupp $100.00

Baseball Dave Rauch/Eric Seeman $100.00

Softball Brooke Raether/ $100.00

Track Ashley Raduenz $100.00

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PARTICIPATION IN SCHOOL ACTIVITIES

EXPECTATIONS OF COACHES, PARENTS, OFFICIALS AND PARTICIPANTS

Roles:

1. Coaches coach
2. Participants play
3. Officials officiate
4. Parents support 1, 2 and 3.

If a conflict does arise, these are the proper channels to follow to resolve the question or area of concern:

1. Player talk to coach
2. Parent talk to coach
2. Contact Mr. Kley

3. Parents are not to approach a coach with a complaint after an activity. If you want to speak with school personnel, call the next school day.

BEHAVIOR

ATTENDANCE

1. A student must be in school for the entire day to be eligible for that day's event or practice unless a student receives a one-day prior approval by the principal for a medical, dental, or legal appointment. This rule includes the lunch period. **Exception:** if student notifies office on day of appointment, the student must bring back written documentation from the place of the appointment. (Example: Appointment card with time, date and signature of office personnel).
2. An unexcused absence is defined as missing 15 minutes or more of a class without a valid excuse.
3. No student athletes will be excused from school to run home and get any items needed for practice or event that same evening without permission of the principal or principal's designee.

ACADEMIC

Academic achievement and extra-curricular activity participation go hand in hand to promote the educational growth of each student. Whenever there is a question of priority, however, we at Central Schools believe that academics should take precedence. For this reason and to encourage student achievement in both curricular and extra-curricular areas, the following academic standards and eligibility guidelines have been established:

In order to be academically eligible for extra-curricular events sponsored by the Minnesota State High School League; in addition FFA, Knowledge Bowl and the Fall Play/Musical:

1. As it relates to quarter grades: a student must have no failing grades in any class at the end of each quarter grading period in order to be eligible to participate. Following confirmation of an academic violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season **in the next grading period,** for which the student is a participant, whichever is greater. Students with Individual Education Plans (IEP's) who are meeting goals and objectives of their program will be eligible to participate in any and all activities.

Exceptions; a. Due to shortened length of Football, Knowledge Bowl, Speech, and FFA seasons and the number of games/events, the academic violation consequence
will be one week or one event whichever is greater.

b. Wrestling triangular or tournament will serve as 2 events.

2. As it relates to mid-term grades: a student must maintain passing grades (D- or above) in all his/her courses.
    a. After mid-quarter time, a student must have no failing grades in any class.
    b. If the grades are not raised to a passing level, within one school week, students will lose eligibility in all events until grade is raised to a passing level.
3. Students must participate and be in good standings the entire season to fulfill academic and MSHSL violations.
4. Any student that has an academic or MSHSL violation is not eligible to leave early with their team.

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MSHSL RULES

1.All MSHSL rules are the minimum standards of behavior to be abided by CMS students.
2.Additions to the MSHSL rules have been adopted by the I.S.D. #108 Board of Education as follows:

PARTICIPATION IN HIGH SCHOOL ACTIVITIES

STUDENT CODE OF RESPONSIBILITIES

1. I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
2. I will be fully responsible for my own actions and the consequences of my actions.
3. I will respect the property of others.
4. I will respect and obey the rules of my school and the laws of my community, state, and country.
5. I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.

A student whose character or conduct violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time as determined by the principal.

~~Students are expected to display appropriate behavior at all school events. Consequences for inappropriate behavior may include but are not limited to the following:~~

1. ~~Removal from event and/or future events.~~
2. ~~Loss and/or suspension of activity pass.~~
3. ~~Detention/Supervision~~
4. ~~Parent Notification~~

MIDDLE SCHOOL CO-CURRICULAR ACTIVITIES

Activity	Advisor	Fee
Student Council	Shawn Erickson	None
M.S. Yearbook		None
Knowledge Bowl	BJ DeBoer	$80.00
Speech	Laura Hanson	$100.00

~~High School Co-Curricular Activities~~

~~Students are encouraged to participate in the many extra-curricular activities available at Central High School.~~

~~SENIOR HIGH SPORTS GRADES 9TH – 12TH~~

~~Activity~~	~~Participation Fee~~
~~Football~~	~~$175.00~~
~~Volleyball~~	~~$175.00~~
~~Cross Country~~	~~$175.00~~

~~Wrestling~~	~~$175.00~~
~~Boy's Basketball~~	~~$175.00~~
~~Girl's Basketball~~	~~$175.00~~
~~Softball~~	~~$175.00~~
~~Baseball~~	~~$175.00~~
~~Boys & Girls Track~~	~~$175.00~~
~~Soccer - Boys~~	~~$175.00~~
~~Gymnastics~~	~~$175.00~~

ATHLETIC ACTIVITY PASS (Non-Transferable)

Admission to all regular home athletic events during the 2025-2026 school year will be sold through Vanco Events Online. Ticket costs are:

Per Game:
Pre-school students - free with adult
K-6 students - $5
7-12 Students - Central students grades free with student ID
Adults - $7.00

Annual Passes:
Golden Age Pass – free to all persons 65+ years
Single Adult Annual Pass - $80.00
Family Annual Pass - $250.00

FINE ARTS AND ORGANIZATIONS

Club	***Advisor***	***Fee***
FFA	*Jim Mesik*	*$80*
International Club	*Jen Schramm*	*$80*

Knowledge Bowl	*Kelly Street*	*$80*
One-Act-Play	*Sarah Thomason*	*$50*
Play/Musical	*Adam Halpaus / Emma Melick*	*$80*
Robotics	*Lynn Panning*	*$100*
Speech	*Laura Hanson*	*$100*
Jazz Band	*Adam Halpaus*	*$80*
Trap Team	*TBD*	*Community Ed*
Band	*Adam Halpaus*	
National Honors Society	*Chris Ludford*	
Student Council	*Sarah Hammers*	
Vocal	*Emma Melick*	

~~**Maximum of $700.00 Per Family.**~~

~~**All fees must be paid the first week of practice.**~~

~~a. In order to practice.~~
~~b. Quit by end of first week to receive a refund fee.~~
~~c. No refund fee after the first week of practice.~~

~~CHURCH NIGHT~~

~~We will try to avoid scheduling school related activities as Wednesday night is designated as church night.~~

~~ATHLETIC ELIGIBILITY AND CHEMICAL USE~~

~~The following local rules have priority over MSHSL rules that cover the same area. When local rules do not exist to cover an area, the MSHSL rules apply. The consequences for rules are those of the MSHSL, except where specifically noted.~~

BYLAW 205.00 CHEMICAL ELIGIBILITY Cross Reference: Bylaw 304.2 ("Denial Penalty")

1) At any time during the calendar year, a student shall not, regardless of the quantity:
   a) use or consume, have in possession a beverage containing alcohol;
   b) use or consume, have in possession tobacco; or,
   c) use or consume, have in possession, buy, sell or give away any other controlled substance or drug paraphernalia.
   d) use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals.
      "Tobacco products" means: any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product.
   e) use or consume, have in possession, buy, sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substances or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substances addressed by Minnesota or Federal Law.

2) If a student/athlete finds themselves in a setting where alcohol or other controlled substances are being
   used he/she is expected to leave the setting in a safe and timely manner.

The following circumstances are specific exceptions to the above rules:
   a) attendance at a home gathering with parents/guardians present where alcohol is being used but the student is not using or possessing.
   b) attendance at a celebration (wedding dance, graduation, etc.) where alcohol is being used but the student is not using or possessing.
   c) attendance at an eating or recreational establishment where alcohol is served, but the student or any other minors in attendance are not using or possessing (except as a part of lawful employment)
   d) attendance at a county fair, city, county, or state celebration in which alcohol is being served, but the student is not using or possessing.
   e) public and private dances other than those that are in conjunction with b and d above are not exceptions to the rule at any time during the calendar year unless parents/guardians are present and the student is not using or possessing.

3) These rules are in effect the entire calendar year. There is no summer time off.

4) Consequences

a) **1st offense** (if in attendance but not using) warning with parental notification
1st offense (if possessing or using or 2nd offense if in attendance) 2 weeks or 2 events, whichever is greater.
b) **2nd offense** 3 weeks or 6 events, whichever is greater
c) **3rd and any subsequent offenses,** 4 weeks or 12 events, whichever is greater and referral for assessment for possible chemical abuse or misuse.
d) **After the 3rd and subsequent offenses**, the student must complete a drug/alcohol treatment program before becoming eligible to participate in any school activities.

Health and Safety

EMERGENCY CARE

Emergency care is provided to students who experience illness or injury at school.

1. **Emergency Forms -** At the beginning of each school year, parents are expected to complete the online OLR form via Infinite Campus with any updated information regarding their child's health.
2. **Injury** - In the case of injury or medical emergency, the school will attempt to notify parents first, when possible. In a medical emergency the local emergency system will be used, and the student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance, at parent expense.
3. **Illness** - In the case of illness, the school will contact the parent at home or at work. The parent will be expected to pick up the child or to make arrangements for someone else to do so promptly. If the school is unable to contact the parent, the emergency alternate identified on the Emergency Card will be contacted.

EXCLUSION FOR ILLNESS

Children will be excluded from school when they demonstrate any of the following symptoms:

- Oral temperature over 100F.
- Diarrhea
- Breathing difficulties
- Vomiting
- Undiagnosed rash

Health Services should be notified of any communicable diseases and treatment, to assure control in other students. Readmission to school for the following communicable diseases shall be:

1. **Chickenpox** - All lesions are dry and crusted (5-7 days).
2. **Impetigo** - At least 24 hours after the start of medication and sores are improving. If there is no improvement in 48 hours, the area should be reassessed by a physician.
3. **Scabies** – Until 24 hours after treatment begins.
4. **Hepatitis** - Physician statement required for readmittance.
5. **Strep Throat** – At least 12 hours after start of medication and fever free without use of fever-reducing medication.
6. **Ringworm of Scalp and Skin** - Following treatment with fungicide.

HEALTH RECORDS

All students are required to have an individual health record on file in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of medications, even if they aren't administered at school, and current or chronic medical problems that could affect the student's comfort and ability to learn. A complete physical exam is recommended, but not required prior to school entrance.

HEALTH SCREENING PROGRAMS

Health services are available to conduct hearing and vision screenings for individual students via parent/guardian request. If you have a concern about your child's hearing and or vision please contact the school nurse at 952-467-7306.

IMMUNIZATIONS

Minnesota State law requires parents of all students to present proof that all immunizations are up to date at the time of school entrance. Schools are mandated to keep accurate records for each student enrolled. Students not meeting the minimum requirements will be excluded from school. Conscientious objectors to the State Immunization Law must complete a notarized form before the time of school entrance.

MEDICATIONS

1. In accordance with Minnesota Department of Health recommendations, District 108 WILL NOT provide any medications.

2. To administer medications at school, the Health Office must have a completed Medication Authorization form that includes:

a. Signed parent permission.
b. Name of medication.
c. Instructions regarding route of administration.
d. Reason medication is needed.
e. physician's signature (required for all prescription medications)

FDA approved non-prescription medication (Tylenol, Cough Syrup, Antihistamines, etc.) can be given with parent permission on the Medication Authorization Form. Medication must be brought to school in the original container for the safety of all students. If dosing instructions from parents do not match the manufacturer guidelines, a physician order will be required to administer.

3. Prescription medications will be administered under these circumstances:

a. Signed parent permission and physician's permission. A current signed physicians' statement is needed for all controlled medications (i.e. ADD & ADHD medications)

b. Current prescription - properly labeled with the child's name, date, name of physician, name of medication, dosage, and frequency of administration. The pharmacy should divide home and school doses into two bottles with proper labels to avoid the need to transport medication daily. Medication must be sent to school in the original container.

4. Parents are encouraged to bring medication, especially controlled substances such as ADD or ADHD medication, to the school nurse or principals' office for the health and safety of your child and the other students).

5. Students grades 7-12th grade are allowed to self-carry over-the-counter medications (Tylenol, Ibuprofen, cough drops), and emergency medications (EpiPen, inhaler). Please complete the Self-Carry Authorization Form and return to the school's health office. This is for the health and safety of the students.

Student Resources

SCHOOL COUNSELING SERVICES

A counselor is available to work with students to help them realize their full potential. The counselor acts as consultant to teachers and other members of the school staff on problems relative to the best development of the student and to parents in discussing

student talents and needs. The counselor serves as liaison between support services and the community.

The purpose of counseling is to help the student think through their problems, difficulties and relationships. This is so the student can understand themselves and their opportunities, to make appropriate adjustments and decisions in light of this understanding, to accept responsibilities for their choices, and to follow a course of action in harmony with those choices.

COLLEGE VISITS

Seniors and juniors planning to visit colleges and technical schools may be excused upon receipt of the parent's/guardian's permission slip and a clearance through the counseling office before the absence date. When going on a college visit remember that you must get a College Visit Form from the Guidance Office, have it filled out by your teachers, and returned to the Guidance Office at least one day before you go. This MUST be done in order for the day to be excused. Having your parents call in on the day of the visit is NOT considered an excused absence. Remember college visits are a privilege not a right therefore, **students failing any classes will not be allowed to make college visits.**

NOTICE TO STUDENT PARTICIPATING IN POST SECONDARY OPTIONS (PSEO)

The following are some reminders regarding the PSEO program. Please make sure you understand all of the attached information and return this signed form to your counselor.

1. All PSEO courses will transfer to your high school transcript with the college grade earned.
2. No college grades earned through PSEO are “weighted” when transferred to your Central High School transcript.
3. There is a conversion chart used to convert college semester credits to high school semester credits (e.g., 4 college semester credits = 1 high school credit).
4. No more than an equivalent of a total of eight credits may be taken between college classes and high school classes for a calendar school year.
5. You must make an appointment with your counselor concerning registering for PSEO classes.
6. **In order to participate in CHS’s graduation ceremony, it is your responsibility to supply us with your first and second semester post secondary grades within 5 days prior to graduation.**
7. Students will bring a college course schedule to the Counseling Office no later than 1 week after classes have begun.

8. a. For juniors, class rank in the upper one-third of their class or a score at or above the 70th percentile on a nationally standardized, norm-referenced test.
   b. For seniors, class rank in the upper one-half of their class or a score at or above the 50th percentile on a nationally standardized, norm-referenced test.

Notices to Parents

Background Checks

Pursuant to Minnesota Statute, Central Schools administers a criminal background check on all new employees. In addition, all volunteer coaches and advisors are subject to a criminal background check.

PLEDGE OF ALLEGIANCE

Minnesota Statutes 121A.11; "Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice."

PROTECTION AND PRIVACY OF PUPIL RECORDS

The school district recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

STUDENT RECORDS

The school may disseminate to the public factual non-technical data which is routinely collected for all students. For detailed information, please refer to #515, Protection and Privacy of Pupil Records available for reference at the district office.

DIRECTORY INFORMATION

"Directory information" includes the following information relating to a student: the student's name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

a. The information listed above shall be public information which the school district may disclose from the education records of a student.
b. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.
c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal by October 1 of each school year. This written request must include the following information:
    1. Name of student;
    2. Home address;
    3. School presently attended by student;
    4. Parent legal relationship to student, if applicable;
    5. Specific category or categories of directory information which is not to be made public without the parent's or eligible student's prior written consent.

MILITARY RECRUITER ACCESS TO STUDENT DATA

Minnesota law now requires the school to release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12 within 60 days after the date requested, UNLESS the parents have refused to release this data to military recruiting offices after receiving this notice.

Parents of 11th and 12th grade students have the right to refuse to release this information. In order to deny release of information, parents must make a written request of refusal to the principal by October 1 of each school year. Call the high school office for the "Refusal for Release of Information Form."

For complete policy, refer to District Policy Handbook

Communication

ON-LINE COMPUTER ACCESS TO GRADES

Parents may access their child's grades via the internet. Parents must contact the High School office to receive a password for this access. Grades are updated on a regular basis and at a minimum, once per week. In addition, parents can view attendance records, progress reports, and update family information.

SCHOOL CLOSING

School will be in session except for holidays indicated on the school calendar. School might be closed during extreme weather conditions as otherwise decided by the Superintendent. When school is to be closed or called off, you will receive a call and email from our Infinite Campus Message Center from the superintendent. With the first closing due to inclement weather, school will not be in session. Subsequent school closings due to inclement weather will be E-Learning days, with all students required to attend classes virtually from home

Appendices

Ready, Set, Thrive!™

CENTRAL PUBLIC PRESCHOOL

Hamburg • Norwood Young America • Cologne

Welcome to Central Public Preschool
Home of the Little Raiders

Parent Handbook
2025-2026

Welcome! We're excited that you selected Central Public Preschool for your child. Our Little Raiders Program is a 4-star Parent Aware rated preschool (the highest possible) from the state of Minnesota for a high-quality program and operates under District 108 Community Education and Central Public Schools. We offer a high-quality early learning opportunity using the Early Childhood Indicators of Progress (ECIPS), Minnesota's early learning standards. There are other preschool options available in our area, but Little Raiders is the only preschool that aligns with the Central School District curriculum and the overall K12 system.

Central Community Education connects, empowers, and enriches lives through lifelong learning and service to our community. Early Childhood Education is a core component of Community Education where families and young children begin their relationship with Central Schools. We recognize that every student has unique needs. It is our goal to offer the best learning environment for each child. Academic and support specialists collaborate with classroom teachers to deliver classroom instruction. This collaboration is designed to support each child who comes through our door to reach his/her greatest potential.

Central Community Preschool provides innovative classrooms where creativity and imagination flourish. Our inclusive programs help all children discover the joy of learning. Your child will be immersed in a stimulating environment that encourages physical, intellectual, and social/emotional development through play based investigation, purposeful questioning and exploration for deep learning.

We work closely with Early Childhood Special Education and kindergarten teachers to foster a successful transition from preschool to kindergarten.

Community Education Office
655 7th Street SW
Norwood Young America, MN 55368
isd108.ce.eleyo.com
952-467-7391

Central Public Preschool
Home of the Little Raiders

Principal
Ron Erpenbach
rerpenbach@isd108.org
952-467-7300

Preschool Teachers

Jennifer Klinkner
klinkner@isd108.org

Betsy Pysick
bpysick@isd108.org

Additional Resources
Central Elementary School
952-467-7300
Central Bus Company
952-467-7009

CENTRAL PUBLIC PRESCHOOL MISSION STATEMENT

The Central Public Preschool is committed to providing learning experiences for each child in preparation for early success and school readiness. We provide a learning environment that supports children in developing the strengths and skills necessary for them to construct their own knowledge and prepare them for their next school environment.

VISION STATEMENT

Guided by high expectations and united with the knowledge that all children learn at different levels and rates, our preschool staff will provide students with a broad range of educational and fun opportunities that will help each child learn to the best of their abilities. We strive to develop literacy skills as well as provide experiences that enrich each child's emotional, social, physical, intellectual and creative abilities.

Children will have a safe, wholesome, nurturing educational experience. Central Public Preschool Preschool will provide a safe learning environment in which children can solve problems and express their feelings through words, art and other creative areas. Children will be exposed to positive character lessons and experiences that will help shape them into successful members of a social world.

Parents are an integral part of the educational process. In recognition of this important role, parent involvement is actively sought, encouraged and welcomed.

Students will enter kindergarten with the necessary skills to promote lifelong learning.

CORE VALUES

Standards of ethical behavior in early childhood education are based on commitment to core values. As professionals, Central Public Preschool Staff is committed to:

- Appreciating childhood as a unique and valuable stage of the human life cycle
- Base our work with children on current evidence based best practices
- Acknowledge that parents are the first and most important teachers of their children
- Recognizing that children are best understood and supported in the context of family, culture, community, and society
- Respecting the dignity, worth and uniqueness of each individual child, family member and colleague
- Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect and positive regard
- Hands on learning experiences that deepen curiosity through investigation

CURRICULUM GOALS AND FRAMEWORK

The early years in a child's life set the tone for future learning. Our goal at Central Public Preschool is to follow best practices in child development so that we are able to build a foundation for each child that lasts a lifetime. Our curriculum is designed with specific learning

objectives for personalized learning, integrating assessments and portfolios, which guide the teacher's development/implementation of classroom activities, individualized learning, and a predictable yet responsive daily schedule. All classroom curriculums are implemented in a manner that reflects sensitivity to family home values, beliefs, experience, and language as well as incorporates the following goals:

- Develop safe and healthy habits in young children
- Fostering positive self efficacy
- Providing opportunities for creative expression
- Support the development of social/emotional skills
- Stimulate cognitive problem-solving skills
- Strengthen communication skills necessary for listening, reading, writing and speaking
- Enhance fine motor and gross motor skills
- Offer opportunities for children to learn individually and in groups according to their developmental needs and interests
- Assessing the individual needs of each child

Benefits of Central Public Preschool:

- Peers serve as role models
- Encourages cooperation, self-efficacy and independence
- Develops positive attitudes towards peers, who are different from themselves
- Teaches play skills to enhance learning and deepen curiosity
- An opportunity to learn to express themself and problem solve
- Promotes diversity of friendship
- Encourages creative expression and appreciation of the arts

Preschool skills developed in Central Public Preschool classroom setting:

- **Communication** *** Emergent Literacy and Language Skills**
- **Cognitive** *** Social/Emotional Skills**
- **Gross motor** *** Self Help**
- **Fine Motor** *** Problem Solving Skills**

STAFF

The teacher/student ratio is 1:10. A para professional works with the teacher if the enrollment is between 11 and 20 students. The children are supervised at all times.

IMPORTANT PHONE NUMBERS

Central Community Education	952-467-7391
Central Elementary Office	952-467-7300
Central District Office	952-467-7000
Central Transportation	952-467-7009

SCHOLARSHIPS

A limited amount of scholarships are available to families upon request and meeting requirements. Call Community Education at 952-467-7391 for more information.

SCHOOL CALENDAR

The Central Public Preschool will generally follow the School District calendar. Some days may be different, please refer to our Central Public Preschool calendar for days off of school.

CLASS TIME SCHEDULE

Half Day - 8:00 AM - 10:45 AM
4 Year Old Full Day - 8:00 AM - 3:00 PM

TUITION AND BUSSING FEES

Days	Ages	Monthly Tuition	Monthly Bussing	Field Trip/Registration Fees
5 Full Days M-F	4 year old	$608	$50	$100
2 Full Days T/TH	4 Year Old	$210	$50	$100
3 Full Days M/W/F	Mixed Ages	$368	$50	$100
5 Half Days	Mixed Ages	$255	$50	$100
4 Half Days	Mixed Ages	$204	$50	$100
3 Half Days	Mixed Ages	$144	$50	$100
2 Half Days	3 Year Olds	$103	$50	$100

Tuition and bussing fees are due the 1st of each month, payable to District 108 Community Ed. Payments may be made online. Payments can be made by credit card. You can also set up automatic monthly payments using a credit card (no transaction fee charged).
**There is a $15 late fee for any fees not paid by the 10th of each month.*

CLASSROOM ACTIVITIES

Independent Exploration
Circle Time: Calendar, weather, colors, numbers, letters, shapes and theme activities
Centers: Art, math, language, exploration, sensory and fine motor skills
Snack
Large Muscle Activity/ Music and Movement
Story Time – 5 day read aloud and Nursery Rhymes

BEFORE YOUR CHILD CAN START PRESCHOOL

We will need the following forms on file at the preschool before your child will be allowed to attend preschool:

- Registration with Community Education and the School District
- Immunization Forms - Our School District nurse will verify the Health and Immunization forms before school starts.
- Registration/Field Trip Fees Paid in FULL

TOILET TRAINING

Children should be potty trained or must be actively potty training before entering preschool, meaning they have: • the ability to identify and verbalize the urge to use the restroom in a timely manner • the ability to manage self-help/toileting skills independently • the ability to manage their preschool day without a pull-up. *An exception will be made for children who have a written Individualized Education Plan or a 504 Plan. **Students that have been identified with special needs may be exempt from this requirement.**

We are aware that it is developmentally appropriate for children of this age to have accidents from time to time. In the event that your child needs additional support through toilet training, classroom staff and Parent Educators will work with you and your child.

DISTRICT 108 BUSSING

It's important to register your child for transportation needs as soon as possible to get the bus schedules set up, get bus name tags ready, and let bus drivers know your child's schedule. ***Once school begins, the District's Transportation Director needs two weeks' notice before starting bus service, and it may only be available if it fits into the schedule.*** If your child will not be riding the bus on their scheduled day, please contact the Transportation Department at 952-467-7009 and notify your child's teacher.

District 108 provides bus transportation on their regular K-12 routes in the morning pick up and afternoon drop off for Central Public Preschool at community bus stops. **No midday transportation is available**.

All students will be picked up and dropped off at ***ONE*** location. This location must remain the same throughout the year. If your schedule changes during the week you will need to make other arrangements to get your child to and from school.

Students identified with special needs may have alternative bussing arranged by staff.

If a permanent change occurs, notify the Community Education at 952-467-7391 two weeks in advance for approval.

CHILD DROP-OFF AND PICK UP

NO PARKING allowed in the bus drop-off locations in front of the buildings. If your child is to be picked up by anyone other than the parent, we must have written authorization ahead of time. In an emergency, a telephone message will be accepted.

If your child is not picked up from preschool within 10 minutes after class is over, **you will be charged a late fee of $1 per minute that will be enforced and assessed on your monthly tuition invoice. Emergencies are an exception.**

PARENTAL PERMISSIONS

The district uses an opt-out policy for photographs of students used for educational and promotional purposes. Opt out requests are collected during registration.

EMERGENCY SCHOOL CLOSINGS

If bad weather forces Central Public Schools to close, the preschool program will be closed also. If school is 2 hours late, the morning preschool class will not be held. Full day students will be picked up 2 hours late with the K-12 students at their regular bus stop location. If the school district closes during your child's class time, please pick your child up at the closure time if they are not riding the bus. You will receive a closure notification via text message and the announcement will be advertised through social media. Please call 952-467-7391 with any questions.

******Students with special transportation needs will follow their regular bussing procedures.***

******If school closes during the morning session, Central Public Preschool students will be placed on the regular K-12 buses and will be dropped off at their neighborhood bus stop.***

ABSENT STUDENT

If your child is sick or is going to miss class for any reason, please inform your child's teacher. You may leave a message at any time on voicemail or send an email.

SNACKS

Please send a nutritious snack to school with your child each school day if you participate in a full day program. Free breakfast and lunches are provided by isd108 food services.

Snack Lists: Healthy snacks are defined as fruits, vegetables, crackers, cheese, etc. Items with high sugar or salt content should be discouraged. These guidelines are part of the school health curriculum to familiarize students to healthy snack foods. The cooperation of each family and

classroom is appreciated. Please make sure what you send with your child is something they can eat and it is cut in pieces they can eat without choking.

Acceptable Snack List:

Yogurt	Cheese and Crackers	Banana or Date Bread
Sandwich	Unsweetened Cereal	Fruit
Vegetables	Cheese Sticks	Juice (Pure Fruit Juice – Not 10%)
Beef Jerky	Crackers	Graham Crackers
Cold Meats	Muffins	Raisins

Classroom Treats: On occasion, students bring treats for their classroom. Due to health concerns and policies, the District asks that only food items which are commercially prepared and packaged be brought to school (**no homemade goodies permitted**). In addition, treats containing peanut oil, peanut butter, or nuts are not advised due to the allergies of students. This will ensure safe and healthy snacks. Thank you for your cooperation.

CLOTHING

Many of the activities your child will experience will be messy, so please have your child wear washable, comfortable play clothes that will enable him/her to use the toilet independently. Throughout the school year, especially in the winter months, children should dress in several thin, dry layers. Children will be allowed to take off and put back on layers as needed throughout the day. During the winter, boots, hats, snow pants, and mittens must be brought to school, along with shoes to wear in the classroom. ***State Law requires children to wear shoes when they are in school.** Children will go outside daily as weather permits, so proper clothing is very important every day. Each student also needs to have a supply of sunscreen labeled as SPF-15 or higher, with the child's name written on the container. By signing the general release form, you are giving staff permission to apply the sunscreen to your child. On hot and sunny days, shaded play areas that will protect children from the sun, will be used. Since children are not usually outside for long periods of times when mosquitos are out, we will not apply insect repellents to children at school. If health authorities recommend the use of insect repellents due to a high risk of insect-borne disease, parents need to apply it before the child comes to preschool.

SHARING TIME

Each teacher will inform parents about their child's sharing schedule. We follow the District's Violence Policy: no violent or threatening weapons.

VISITORS & VOLUNTEERS

Parents are welcome to visit any day, although we suggest that you wait until late October so your child has had time to adjust to his/her new environment. We do ask that you notify us when you wish to observe so we might limit the number of visitors. Parent volunteers are always needed to help in the classroom, help with special tasks, or chaperone field trips. Please let the teacher know if you are interested in volunteering. We are also available to meet with you at any time throughout the year to answer questions, deal with concerns and provide you with activities to do with your child at home to help promote their development.

PRESCHOOL SCREENING

Early Childhood Screening helps identify children who may benefit from early childhood services before they enter kindergarten and connects you to appropriate programs and resources. This free screening gives you and your child an early connection to Central Public School. Screening is offered by the school district free of charge and includes growth, development, and immunization checks. Children attending preschool must have a record of screening on file within 90 days from the start of school. Screening is also required to attend kindergarten in Minnesota Public Schools. Screening must be completed before your child will be allowed to attend classes.

To make an appointment go to the Community Education EYELO registration site Early Childhood Screening - Central Public Schools, Community Education. If you have any questions or need assistance, please call 952-467-7391.

EARLY CHILDHOOD SPECIAL EDUCATION

Services are provided by licensed staff and para-educator's for preschool children, who have been identified as needing early intervention. If a student is showing developmental delays, a meeting with parents, staff and other Early Childhood agencies and programs that could benefit the child will be held.

PARENT CONFERENCES

Conferences are held twice a year, once in the fall and once in the spring of the year. This is a time for caregivers and teachers to connect and discuss student progress. Caregivers are encouraged to reach out to teachers at any time if they have questions or concerns. Students with IEPs will have conferences as required by the IEP.

STUDENT PROGRESS

Preschool children are assessed in the areas of language, literacy, math, social-emotional, and motor development in the fall, winter and spring. Teachers will share assessment data with parents at parent-teacher conferences twice per year. Teachers will continuously monitor and support every child's development. Constant interaction with the children allows teachers to appropriately assess their skills and developmental levels, as well as their interests and needs.

FIELD TRIPS

Field trips help our students explore their world and are a regular part of our curriculum. We'll inform parents of times and dates. Fees are collected through the ELEYO registration system at the start of the school year.

FUNDRAISERS

An advisory council will be formed and they will manage fundraisers. If you are interested in joining our advisory council please reach out to the Community Education office at 952-467-7391.

BOOK ORDERS

Throughout the year the staff will conduct book order opportunities.

BEHAVIOR GUIDANCE POLICIES

What guidance looks like in the classroom:

- Staff teach children how to be a part of the school family in the classroom
- Staff support children as they learn what is expected (safe, kind, respectful, and responsible)
- The activities in the classroom help children stay involved in learning
- When children need extra help with making friends, solving problems or telling us how they feel, adults will teach children these skills
- When children are struggling with behavior, we teach replacement skills (self regulation, identifying feelings, finding solutions to problems, etc.)

Teaching children social emotional skills is an important part of the preschool experience. We use positive ways to help children learn and practice appropriate behaviors and are committed to working with your child while they learn these skills. If your child needs more support or when your child's behavior at school is not safe, your child's teacher will call you. We want to partner with families to help each child be successful. Our Early Childhood Special Education staff, social workers or behavior specialists are valuable district resources you can reach out to if needed. In addition to teaching and learning, our role is to ensure a safe, secure classroom for all children and staff.

Discipline Procedures

- Positive Behavior Supports
- Teach replacement skills
- Reteach tier one skills
- Small group teaching - peer
- Personalized Learning Plans
- Parent/Teacher Collaboration for positive outcomes

VIOLENCE POLICY

Independent School District 108 shall take proactive measures to eliminate violence in our schools by protecting children whose health or welfare may be jeopardized through acts of violence. It will be the responsibility of each school to make schools safe by promoting safe and secure learning environments.

CELL PHONE POLICY

No student use of cell phones allowed during the academic day.

GRIEVANCE PROCEDURE

1. Parents go directly to the teacher with a grievance.
2. If not resolved in 5 working days, contact the Principal.
3. If not resolved in 7 working days, the three parties go directly to the Superintendent of Schools.

PROGRAM WITHDRAWAL

A two week written notice is required if you intend to withdraw your child from our program. This notice can be given to your child's teacher or to the Community Ed office.

EARLY CHILDHOOD ADVISORY COUNCIL

The Council is made up of parents from the Early Childhood Family Education and Central Public Preschool. They assist and give program ideas to the staff and collaborates to market and raise funds for these programs. The council selects new members in the spring. Let a staff member know if you are interested in serving on this committee.

HEALTH POLICIES AND PROCEDURES

The goal of the Health Office is to promote a high level of wellness in school-age children in the areas of physical and social-emotional health. The Health Office's philosophy strongly emphasizes health education and preventive health care. Formal screening programs identify specific problems in vision and hearing. As these and other health problems are detected, parents are notified and a referral for medical care is sent home if necessary. The Health Office services staff in the elementary, middle, and high school with a full-time Licensed School Nurse and a full-time trained Health Office Assistant.

Health Records: Students must have an individual health record in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of current or chronic medical problems (that could affect the student's comfort and ability to learn) and medications, even if not administered at school. A complete physical exam is recommended but not required before school entrance.

Immunizations: Minnesota state law requires parents of all students to present proof that all immunizations are up-to-date BEFORE of school entrance. ***If we do not have a copy of your child's Health form, your child will not be permitted to begin preschool.*** These can be completed by your family physician or through Carver County Public Health Services (952-361-1360). Students not meeting the minimum requirements may be excluded from school. However, students can be exempt based on medical or conscientious objection, with a parent's signature and a licensed notary's signature on the objection form. Contact the district office to schedule an appointment with a notary (952-467-7000).

General Health: To do good work in school, a child requires regular rest and sleep. The amount of sleep needed for a student to be alert and learn would discourage late-night television or late, away-from-home activities. Students may be excused to keep a dental or doctor appointment during the school day, if necessary, but it is better to schedule visits during vacation, workshop days, etc.

Emergency Care: Emergency care is provided to students who experience illness or injury at school.
Emergency Forms: At the beginning of each school year, parents must complete the Student Emergency Form, which provides up-to-date emergency phone numbers and medical information. It is the parent's/guardian's responsibility to notify the school of any change of address, telephone number, or emergency numbers. Parents are also asked to complete a Health History form. This provides additional health information necessary for making judgments in emergencies.
Injury: In the case of an injury or medical emergency, the school will attempt to notify the parents first when possible. In a medical emergency, the local emergency system will be used. The student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance at the parent's expense. Student Emergency Forms will be sent to the emergency facility with the student when the parent cannot meet or accompany the student.

Illness: In the case of illness, the school will contact the parent at home or work. The parent will be expected to pick up the child or make arrangements for someone else to do so immediately. If the school cannot contact the parent, the person identified as a contact on the student's Emergency Form will be contacted. Parents should ensure that the emergency contact has agreed to assume this responsibility, is available, and has transportation. The parents of each student must establish a workable emergency plan. If the family physician, parent/guardian, or emergency contacts cannot be reached in an emergency, "911" will be called, or the student will be transported to the nearest hospital.

Exclusions for Illness: Children will be excluded from school when they demonstrate any of the following symptoms:
-Oral temperature over 100F: If your child has a fever of 100° F or more, he/she should stay home for 24 hours after the temperature returns to normal, without fever-reducing medication (i.e. acetaminophen, ibuprofen).
-Vomiting and/or diarrhea: If your child is vomiting or has diarrhea, the child should not return to school until 24 hours after the last episode.
-Undiagnosed rash: If your child has an undiagnosed rash, please contact your medical provider before sending him or her to school. Then contact the health office for an update.
-Breathing difficulties: any new difficulty breathing needs to be addressed by a healthcare provider before returning to school.
-Pink eye with fever: fever-free for 24 hours without fever-reducing medication. Antibiotic drops are not required to come back to school.

Re-admittance to School: Health Services should be notified of any communicable diseases and treatment to assure control in other students. Readmission to school for the following communicable diseases shall be:
-Strep Throat: until 12 hours after antibiotic treatment begins & the child is without fever
-Chickenpox: all lesions are dry and crusted (5-7 days)
-Impetigo: at least 24 hours after the start of medication & sores are drying or improving. If there is no improvement in 48 hours, the child should be reassessed by a physician.
-Hepatitis: physician statement required for re-admittance
-Ringworm of scalp and skin: following treatment with fungicide.

-Hand, Foot, and Mouth Disease: until the fever is gone and the child is well enough to participate in routine activities.

Medications: In accordance with the Minnesota Department of Health's recommendations, the school WILL NOT provide any medications (including Tylenol, Motrin) without a signed Authorization Form and/or prescription from parents. Parents should inform the student's teacher when a student is taking medication in school. This is to ensure the teacher can send the child to the Health Office at the proper time. The school nurse or designated person(s) will document medication administered.

- Prescription medications can be administered under these circumstances:
    - A signed "Authorization for Administration of Medication in a School Form" by parents/guardians. These forms can be found on the school website: https://www.raiders.central.k12.mn.us/page/health-office under "Health Forms".
    - This form authorizes the School Nurse to administer the medication to comply with the physician's order. The School Nurse can delegate medication administration to a trained school personnel.
    - A current written physician's order must be received for ALL prescription and controlled medications (i.e. ADD or ADHD). Written order must include:
        - Student name, diagnosis, medication name, dose, route, and time of administration, possible side effects, physician signature
    - Medication should only be brought to school in a container labeled by the pharmacy. The pharmacy should divide medication for home and school into two bottles with proper labels to avoid transporting medication daily.
    - Parents are encouraged to bring medication (especially controlled substances) to the Health Office for their child's and other students' safety. However, if parents cannot bring the medication to school, they should contact the Health Office to set up an alternative plan.

- Non-prescription medications and/or over-the-counter medications(OTC) (i.e. Tylenol, cough syrup, antihistamines, etc.) can be administered under these circumstances:
    - A signed "Authorization for Administration of Medication in a School Form" by parents/guardians. These forms can be found on the school website: https://www.raiders.central.k12.mn.us/page/health-office under "Health Forms".
    - This form authorizes the School Nurse to administer the medication to comply with the physician's order. The School Nurse can delegate medication administration to a trained school personnel.
    - Must be sent in the original manufacturer's container. The manufacturer dosing/administration instructions will be followed for age/weight of child. A written physician order is needed if dosing is different from the manufacturer label.
    - should be accompanied by specific instructions from the parent regarding when the medication will be delivered at school, and when the last time the child had that medication.

Preschool students will not be allowed to self-administer medications. Medications must be administered by the School Nurse or trained school personnel while the student is at school.

Health Screening Programs: Hearing and vision screening are not required in Minnesota schools but are HIGHLY recommended due to their significant impact on learning. Completing hearing and vision screening early in the fall is recommended. Hearing and vision screening are often a required component of special education evaluation and annual assessment. When suspected health problems are detected, a referral for a medical evaluation is made.

Health Education and Consultation: Health Services personnel will attempt to make every Health Service activity an educational experience for the child, parents, and teacher. Because of our commitment to preventive health care, we work closely with the classroom teacher to provide health education. In addition, we are aware of community resources in healthcare and human services and work cooperatively with them. Please call us if you have questions or concerns about your child.

Instances When We Contact Parents/Guardians:

Temperature on or greater than 100 degrees
Vomiting and/or Diarrhea with or without fever
Severe persistent coughing
Asthma attacks not improving after inhaler
Head Injury (persistent symptoms or significant fall/injury)
Upset stomach with flushed cheeks, headache, without fever
Severe sore throat (potential strep) with fever
Open wounds
Pink eye with fever, or severe irritation to student
Head lice (notify, but do not need to be picked up)
Recurring headache
Possible medication reaction
Rash with persistent itching
Known allergies and reactions to "triggers" (ie bee stings, food exposure)
Diabetic reactions
Seizures
Rest, return to class; returns to health services, still not healthy; or after two visits to health services in one day
Other situations per health services staff discretion

Instances When We Do NOT Notify Parents/Guardians:

Minor playground injuries - scratches, scrapes, and monkey bar blisters
Small slivers
Band-aid application or changes
Temperatures under 100 degrees without other symptoms
Minor aches (stomach, throat), pains, and rash
Minor Head Injuries (bumping heads, no persistent symptoms)
Insect and bee stings without known allergies (receive first aid and observation for 20 min.)
Change of clothing due to toileting accident, unless notices a pattern and questions infection

EMERGENCY CARE

The staff is certified in Basic Red Cross First Aid and CPR. A record will be kept in the class of any accidents that may happen. A log of fire drills, lock downs and tornado drills will be kept in the building.

SCHOOL BAG/BACKPACKS

Children are requested to bring a backpack and shoes every day. The backpack is to protect school projects on the way home; it will contain communication from the preschool. **No rolling backpacks, please.** Please label the bag and folder with your child's name.

SCHOOL SUPPLIES

A list of supplies will be provided to families before the beginning of the school year and can be found on the Central Public Schools website under Central Public Preschool. If you need assistance or are unable to provide the requested supplies, please let us know. We will work with you to ensure your child has what is needed.

Kids Company Family Handbook

Care Coordinator: Phil Hendrycks

Community Ed. 952-467-7391
Phil Hendrycks 952-467-7395

Dear Parents,

The District #108 Community Education staff would like to take this opportunity to welcome you and your family to our Kids Company child care program. This family handbook outlines the Kids Company programs policies and procedures. Please know that Kids Company reserves the right to amend its policies and procedures at any time. Program staff will update the Kids Company Handbook in a timely manner in the case of any policy and/or procedure changes.

MISSON

Kids Company's mission is to create a relaxed, trusting atmosphere where children are encouraged to pursue their own interests, develop friendships, grow in independence, and show respect for themselves and others. Kids CO provides support to families by offering a safe, nurturing, and enriching environment for children during regular school hours or when school is not in session.

CHILDREN SERVED

Kids' Company serves elementary students from preschool through fifth grade. We accept children with special needs (physical, emotional, or mental disabilities) as long as the staff is able to provide adequately for the child. The Kids' Company Coordinator will meet with the Special Education staff to determine program modifications and any evaluations that need to be made. *Students needing full time management aides will be evaluated on an individual basis.* Kids' Company does not discriminate on the basis of race, creed, or national origin in our enrollment policies.

REGISTRATION

To register, please go to isd108.ce.eleyo.com. When registering, you will fill out a child care contract for your child and pay the designated registration fee. Registration fees are non-refundable and due at the time your contract is accepted. In order for your registration to be processed, you must complete the following:

*Completed online account/contact including emergency contact information, authorized pick-ups, allergies, medication
*Non-refundable registration fee
*A valid and frequently checked email address

HOW TO MAKE A PAYMENT

Your family will be billed bi-weekly via email. Payments can be made online (isd108.ce.eleyo.com/) or brought to the Community Ed office. Please make your payment within 5 days.

LATE PAYMENT

If your payment is not received within 5 days after the billing has been emailed, a $10.00 late fee will be applied.

HOURS

Kids' Company opens at 6 a.m. and close at 5:30 p.m.

SICK/ABSENT DAYS

If your child is going to be absent from Kids' Company for the day, please go online isd108.ce.eleyo.com/ to make changes to your childcare calendar as well as sending an email to phendrycks@isd108.org. You must also contact the elementary office if your child is absent (952-467-7300).

SCHOOL CLOSINGS

School Closed for the Day: Program Closed
School Delayed: Program will open two hours late
Early School Closing: Program will close two hours following school closing time
School Delayed and then Closed: When the decision to close school is made, parents/guardians will receive a call stating that Kids Company students must be picked up within two hours of notification

DROP OFF/PICK UP POLICIES

When arriving at Kids' Company or Extended we ask that parents walk their child into the school. We also ask that an email or phone call if a child is being picked up by someone outside of the immediate family or authorized persons. Kids' Company closes at 5:30 p.m. Any person arriving after 5:30 p.m. must pay a fine of $1.00 per minute. Kids' Company opens at 6:00 a.m. Children may not be dropped off before 6:00 a.m.

SIGN IN/OUT TABLE

Families will enter the elementary through the Community Ed entrance. Families will use the iPad located in the entrance to sign in/out and then use the walkie talkie to call for their child or announced that they have arrived. A staff member will acknowledge you and send your child to you when picking up. If dropping off, a staff member will radio you on their location and your child will walk down to that space. Kids Co staff are unable to release children to walk or ride a bike home.

AUTHORIZED PICK-UPS

Kids Co will not release children to anyone who is not listed as an authorized pick up on your child's eleyo account you created. If someone is not on the authorized pick up list, please email or call the Child Care Coordinator.

COURT ORDERS

Kids Co is obligated to release children to either parent unless otherwise informed by a court order. When registering families must indicate if there is a court order in place and provide a copy to the Child Care Coordinator. Program staff will follow the custody arrangements outlined in the court order provided.

PROGRAM DISMISSAL

Expulsion from the Kids' Company program required if:

1. Parent/guardian refusal to follow Kids CO policies and procedures

2. Child's inability to adapt to Kids Co rules

3. Non-payment of Kids Co fees/charges

ILLNESS

If your child appears to be ill while at Kids Co, we will take their temperature to determine the next steps. If your child has a temperature of 100 degrees or above, staff will contact the parent so the child can be picked up. If a parent can not be reached, staff will then contact those provided on the emergency contact list provided by the parent. A child should not attend Kids Co with any of the following symptoms:

*Fever of 100 degrees or higher before fever reducing medication is administered. The child cannot return to Kids CO until they are symptom free without medication for 24 hours.
*Vomiting or diarrhea. The child cannot return to Kids Co until they are symptom free for 24 hours.
*AN undiagnosed rash that is associated with a fever or behavior change.
*Any contagious condition. A child may not return to Kids CO until they have been on antibiotics for 24 hours or a doctor's note has been received stating they are no longer contagious.
*Lice. The child cannot return to Kids Co until treatment has been administered and there are no live nits.

FIRST AID

Kids Co staff are certified in First Aid & CPR. IN the case of any injury, basic first aid will be administered. Any time first aid is administered parents will receive an email or phone call about the injury. If serious injury occurs that requires advanced medical attention, 911 will be called immediately. Children will be taken to the nearest hospital if deemed necessary by EMT's and parents will be notified as quickly as possible. Expenses incurred will be the responsibility of the family.

MEALS & SNACKS

BREAKFAST

During the school year, children have the option of purchasing a school breakfast daily at 7:30 a.m. through their Food Service account. During the summer, breakfast must be provided from home.

SNACKS

School year and summer snacks is provided by families. Two snacks are needed daily for the summer.

LUNCH

During the school year, preschool child care has the option to choose a school lunch or bring a lunch from home. During the summer, Kids Co families will bring a lunch and snacks from home.

LOCATION

Both school year and summer Kids Company take place at the elementary school.

BEHAVIOR EXPECTATIONS

When working with children, we are often faced with the task of managing behaviors in a group setting. We have developed a list of rules and guidelines that we ask to be followed by children attending the Kids' Company program.

EXPECTATIONS

Kids Co abides by the behavior policies established by Dist. 108 Central Schools. Families can request the complete Dist. 108 behavioral policy plan. The basic expectations for students to remember are:

- We respect ourselves, others, and property.
- We behave in a safe and orderly way.
- We act as responsible citizens
- We will follow directions and respect the staff members.

UNACCEPTABLE EXPECTATIONS

- Any violation of District Policy
- Minor and major violations of the above expectations
- Examples of unacceptable behaviors:
  *Fighting which is verbally abusive or physically aggressive
  *Destruction of property.
  *Leaving the group without staff approval
  *Hitting/spitting, throwing objects
  *Disrespectful/inappropriate language

CONSEQUENCES

The Kids Co staff may initiate any or all of the following actions:

- Loss of Kids Co privileges/activities
- Meeting with the Kids Co staff and Child Care Coordinator to discuss inappropriate behavior
- Parent notification
- Temporary removal from the Kids Co program
- Permanent removal from the Kids Co program

REWARDS FOR POSITIVE BEHAVIOR

Verbal encouragement
Certificates of Achievement
Special Privileges
Prizes

SUMMER KIDS CO

LOCATION
Summer Kids Co is based at the elementary school and utilizes classrooms for our groups.

CALENDAR
A summer care calendar will be emailed out to registered families with the start and end date, holiday closed dates as well as upcoming field trips.

REGISTRATION
To register, please go to isd108.ce.eleyo.com. When registering, you will fill out a child care contract for your child and pay the designated registration fee. Registration fees are non-refundable and due at the time your contract is accepted. In order for your registration to be processed, you must complete the following:

*Completed online account/contact including emergency contact information, authorized pick-ups, allergies, medication
*Non-refundable registration fee
*A valid and frequently checked email address

SCHEDULE
Families will use the online care calendar to select their summer dates. Adjustments made under 24 hours prior to the next day must be emailed to the Child Care Coordinator for approval.

ENRICHMENT CLASSES
If a summer Kids Co student is signed up for a Dist.108 Community Education class, staff will get them to and from the event.

FIELD TRIPS
All children and staff will attend field trips and therefore, no children are able to stay behind. If you prefer your child not attend the field trip, you will need to make alternative care arrangements for the day. All children should wear the Kids Co summer field trip shirt provided by Community Ed on field trip days. Unless specified by the Child Care Coordinator, money should not be sent with your child for field trips. Children must exhibit safe behavior while on field trips to continue to participate in upcoming field trips.

PHONE LIST

Phil Hendrycks (Care Coordinator)	467-7395 (Office) 952-200-8119 (Cell)
Community Ed Office	467-7391
Elementary Office	467-7300
District Office	467-7000

Central Elementary School

Parent/Student Handbook
2025-2026

Dear Central Elementary Families:

It is exciting to welcome you to Central Elementary School! We are honored to have you and your child as a part of our school community. At Central Elementary School, you will find a highly talented group of caring and dedicated employees who set high expectations for themselves and our students. Their commitment to our students is evident in the hard work that has been done over the summer as we continue our professional growth and improvement while also preparing to meet the needs of every one of our students.

As a staff, we are committed to our district's Mission, Vision, and Values, as we use them to drive all that we do to educate our students. We are ready to live up to our mission statement, which is to **"Educate, Inspire, Empower - Every Student, Every Day."** The Central Elementary School staff is eager to partner with you and your child in providing a meaningful learning experience. We know that this partnership is essential to delivering the genuinely world-class experience that each child deserves. As a parent, we encourage you to become involved through volunteering, working with your student at home, maintaining regular communication with your student's teachers, and having daily conversations about school with your student.

This parent handbook contains many of the expectations and procedures that we will follow this school year. They result from a concerted effort on the part of the staff and the administration and will be an aid in helping you become an integral part of the elementary school. We suggest that you keep a copy of the handbook for reference purposes should a question arise. In addition, newsletters and various memos should help keep you informed. Please feel free to contact me with any questions.

Central Elementary is a wonderful place for students to learn and grow. We have a terrific community of parents and businesses that provide support for all of our activities. As principal, I am looking forward to meeting our students and helping provide them with what they need to reach their fullest potential.

This is going to be a great year!

Ron Erpenbach

Mr. Ron Erpenbach
Principal
Central Elementary School
(952)467-7301
rerepenbach@isd108.org

CENTRAL SCHOOLS MISSION, VISION AND VALUES STATEMENTS:

"Ready, Set Thrive!"

Mission Statement:
Educate, Inspire, Empower - Every Student, Every Day

Vision:
Ensuring the next generation will identify ways to positively impact our communities

Value Definitions:
Community - Collaborating together to share our success and accomplish our goals

Kindness - Genuine effort to show compassion for others and realize the value and potential of all

Integrity - Promoting the highest standards of ethical behavior, fairness and honesty with ourselves and others

Innovation - Discovering creative opportunities and solutions for purposeful improvement

Relationships - Creating positive connections that last a lifetime

PHILOSOPHY AND GOALS OF CENTRAL ELEMENTARY SCHOOL:

To expand the School District's Mission Statement, the Central teaching staff is committed to providing students with a quality education. In this effort, all teachers agree:

a. Effort and attention will be given to the basic skills.

b. Educational programs and classroom instructional activities need to be tailored individually to fit the needs of the student.

c. The goals of self-concept development and a feeling of self-worth are of utmost importance.

d. Learning should be an enjoyable experience, and school should be a satisfying experience for the learner.

Quality education can be achieved by realizing that individual students learn differently and teachers teach to those different learning styles. Therefore, the staff has set goals to assist each child in developing their maximum intellectual, physical, social, and emotional potential.

- thinking/problem-solving skills
- communication skills
- physical skills
- emotional well-being
- social skills
- computational skills
- organizational/study skills
- understanding and appreciation of the fine arts

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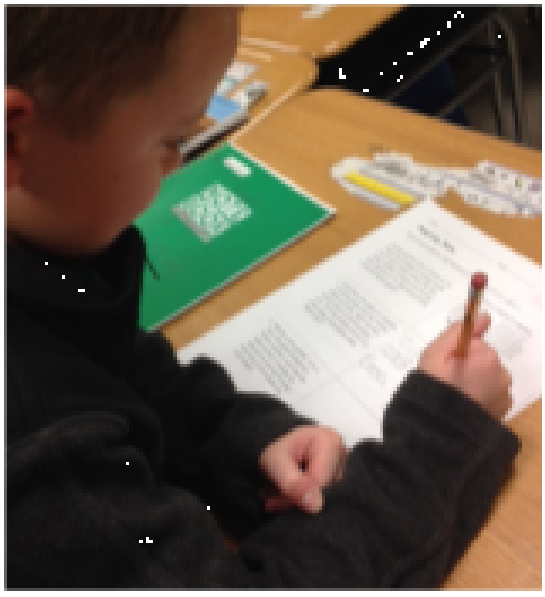


2024-2025 School Year Central Elementary Staff Phone Numbers/ Email Addresses

All extensions begin with (952) 467- ####. Teachers will not be available to answer their phones during the school day but will respond to messages promptly.

Office
Ron Erpenbach 7301 rerpenbach@isd108.org
Janet Sykes 7302 jsykes@isd108.org

Health Office
Karina Niemczyk 7306 kniemczyk@isd108.org
Cindy Schmidt 7110 cschmidt@isd108.org

Special Education
Becca Braun 7119 bbraun@isd108.org
Heather Heuer 7061 hheuer@isd108.org
Julie Gesinger 7188 jgesinger@isd108.org
Kelly Sawyer 7052 ksawyer@isd108.org
Allison Cruse 7176 acruse@isd108.org108.org
Lindsay Hanish 7063 lhanish@isd108.org

ECSE
Jessica Solberg 7047 jsolberg@isd108.org
Lisa Stiele 7048 lstiele@isd108.org
Allison Cruse 7176 acruse@isd108.org

Counselor
Sarah Beadling 7108 sbeadling@isd108.org

Title I
Monica Turner 7046 mturner@isd108.org
Kathy Dvorak 7045 kdvorak@isd108.org

Curriculum Leader
Andrea Kolstad 7310 akolstad@isd108.org

Media Center
Kelly Street 7113 kstreet@isd108.org

Music
Tori Herrboldt 7132 therrboldt@isd108.org

Band
Adam Halpaus 7143 ahalpaus@isd108.org

Physical Education
Darrin Fox 7039 dfox@isd108.org

Psychologist
Leah Hjelseth 7111 lhjrlseth@isd108.org

Kindergarten
Ann Hendel 7022 ahendel@isd108.org
Lisa Heckert 7020 lheckert@isd108.org
Devon Ruberg 7021 druberg@isd108.org

Grade 1
Rebecca Hoffman 7024 rhoffman@isd108.org
Sarah Thomason 7023 sthomason@isd108.org
Angie Honkomp 7025 ahonkomp@isd108.org

Grade 2
Tara Schoeder 7030 tschroeder@isd108.org
Rachelle Jensen 7029 rjensen@isd108.org
Tina Ackermann 7031 tackermann@isd108.org

Grade 3
Alissa Friend 7026 afriend@isd108.org
Jennifer Daugs 7027 jdaugs@isd108.org
Abbey Schwob 7028 aschwob@isd108.org

Grade 4
Kyle Evenski 7033 kevenski@isd108.org
Tony Kley 7032 tkley@isd108.org
Jacob Schrupp 7034 jschrupp@isd108.org

Grade 5
Grace Kosek 7035 gkosek@isd108.org
David Rauch 7036 drauch@isd108.org

Community Ed
Brooke Raether 7391 brather@isd108.org
Reid Stacken 7390 rstacken@isd108.org
Phil Hendrycks 7395 phendrycks@isd108.org

Maintenance
Cody Anderson 7008 canderson@isd108.org

Kitchen 7016
Chantelle Eshleman 7147 ceshleman@isd108.org

Steve Anderson 7070 sanderson@isd108.org

Other Important Contact Information

The following telephone numbers may be helpful to you if you need to reach someone at the Elementary, Secondary, District Office or Community Education.

Central Public Schools website: http://isd108.org

Elementary School Office:	952-467-7300
Principal (Ron Erpenbach):	952-467-7301
Elementary Fax:	952-467-7303
Elementary Attendance Line:	952-467-7304
School Nurse:	952-467-7306
Taher Food Service (Chantelle Eshleman):	952-467-7147
Transportation:	952-467-7009
Pre-School Screening:	952-467-7390
District Office:	952-467-7000
Secondary Office:	952-467-7100
Secondary Attendance:	952-467-7104
Community Education:	952-467-7391
Technology Director (Steve Anderson):	952-467-7070

2024-2025 Central Elementary School Calendar

Please use the following tentative schedule to help you plan for family vacations, shopping trips, dental/doctor appointments, or other obligations that may prevent your child from attending school.

Aug 25-28	Teacher Workshop Days
Aug 27 & 28	Assessment Day K-5 by appointment
Sept 3	No School; Labor Day
Sept 3	First Day of School; K-5
Oct 16-17	No School; Fall Recess
Oct 31	End of the First Quarter; Early Release
Nov 3	No School; Staff Development
Nov 4 & 6	K-5 Conferences
Nov 26-28	No School; Thanksgiving Break
Dec 22-Jan 2	No School; Winter Break
Jan 5	School Resumes
Jan 16	End of Second Quarter; Early Release
Jan 19	No School; Staff Development
Feb 5	25-26 Kindergarten Registration
Feb 13	No School; Staff Development
Feb 19 & 24	K-5 Conferences
Mar 20	End of the Third Quarter; Early Release
Mar 23-27	No School; Spring Break
Apr 3	No School
Apr 24	No School
May 29	Last Day of School; Early Release
May 29	High School Graduation

EDUCATIONAL PROGRAMS

Students who attend Central Elementary School work hard and consistently achieve above the state average. Because we view our students as individuals, various instructional methods are offered, and we strive to find the best strategies for each child. Reading/Language Arts, Math, and Science are emphasized, and our curriculum's core is rooted in developing a solid foundation.

Reading/Language Arts: Expectations for literacy instruction are defined by the Central Elementary School Literacy Guidelines and utilize a balanced literacy approach focusing on the five literacy pillars. These pillars include phonemic awareness, phonics, fluency, vocabulary, and comprehension. All students will have access daily to grade-level instruction through the core curriculum. Students will also be provided small group or individualized instruction regularly. Additionally, students will receive robust modeling of fluent reading while being encouraged to develop a lifelong love for reading. Grades K-5 use the Amplify CKLA, which was purchased in 2023. This curriculum focuses on the science of reading.

Mathematics Program: Central Elementary students are provided a strong foundation in the standards set by the National Council for the Teachers of Mathematics and the State of Minnesota. All teachers in grades K-5 use Houghton-Mifflin Expressions, which was adopted in June 2016. Students are active participants in their learning and growth through a combination of direct instruction and discovery. Teaching encompasses the exploration of mathematics and knowledge to discover new and creative ways to approach problems. Real-life problem-solving and group work are emphasized while students learn how to express their mathematical thinking verbally.

Science: emphasizes knowledge and the process of science through a hands-on approach. Scientific attitudes and thinking processes are learned through classroom, field, and lab experiences using various materials to carry out the planned scope and sequence. All students in grades K-5 use the 2020 edition of Foss Next Generation curriculum materials.

Health: instruction uses primary health goals, which include several objective areas. The student goals include developing the ability to make decisions, cope, communicate, solve problems, plan, evaluate, and act to have optimum health. In addition, the program's goals include consumer, dental, mental, and environmental health, health services, fitness, wellness, and nutrition. Also included are safety and first aid, disease prevention, growth and development, and substance use and abuse.

Social Studies: focuses on American history and includes studying the geography, culture, and peoples of the United States and the world. Global and current events emphasis is also recognized. Grades K-5 use the Harcourt Social Studies Curriculum

STEAM: Central's STEAM Lab is a JOY-filled place where students cultivate 21st-century skills using exploration, which leads to lasting community impact. Students visit the STEAM lab regularly to receive hands-on instruction to further their understanding of core concepts. Students can learn coding, robotics, engineering design, digital citizenship, and other important 21st century skills.

Physical Education: is taught by a specialist to students in grades K-5. Physical activities occur in units of games and cooperative significant group movement. The emphasis in physical education is on lifelong physical fitness and developing skills toward that goal. Students are required to wear athletic shoes to physical education classes for the safety and health of the student and the protection of the gym floor.

Elementary Music: is taught by a specialist to students in grades K-5. The students address the national standards in music. Some of these experiences will include singing alone and with others, playing classroom instruments, studying masterworks, and playing folk song games. All students in grades K-5 will perform in one program per school year. Some grade levels will perform together. Kindergarten and first grade will perform individually. Second grade is paired with third grade, and fourth grade is paired with fifth grade.

Art: instruction is taught through activities incorporated into another curriculum and in special art studies. Our art curriculum was developed to provide students with an organized, well-balanced introduction to the world of art. In the same lesson, students learn specific art terms, concepts, and skills by combining art appreciation and production. For example, a new art element or principle is often introduced by teaching students to recognize and describe it in the environment and carefully select famous works of art that are clear examples of that concept or skill. Students are then asked to apply their new knowledge to a related art project. These assignments also allow ample room for exploration, creativity, and self-expression. Through this program, students learn how to create art and look at, understand, and appreciate art in the world around them.

Overdue/Lost Books: Students with an overdue book(s) of 60 days or more will no longer be allowed to check out additional library books. The overdue book must be returned, replaced, or paid for if they wish to resume-library privileges. If a student has not returned or paid for a book by the end of the year, s/he will not be allowed to check out books the following school year.

Title I: Students who are not making the expected progress at their grade level may be offered help by (Federally funded) certified teaching staff. This program serves students needing additional reading comprehension support in grades K-5.

Special Education: Services are offered to all students who are determined, through testing, to be physically, emotionally, or academically impaired. Students receive help from specially certified teachers in direct service (individually or in small groups) or supplemental services. Parent decisions are an integral component of the services and programs offered.

Early Childhood Special Education: Children from birth through 5 years of age are identified through screening as needing early intervention. Once identified, licensed special education and speech teachers serve students through a preschool program.

Community Education: offers classes in languages, hobbies, crafts, and varied skills. These classes are offered after school, evenings, and throughout the summer. Please read the available Community Ed brochure for current offerings.

- **Connections:** an after-school program from 3:00 – 4:15 p.m. / 2 days a week that offers extra help to students in grades 2-5 during November through March.
- **Kids Company:** offers before and after school child care for children in grades K-5.
- **Kurious Kids Preschool:** an early childhood program designed to promote a child's physical, social, emotional, and cognitive growth. This program fosters curiosity, self-esteem, cooperation, creativity, learning, and fun.
- **Early Childhood Screening:** All children entering into kindergarten must have an Early Childhood Screening. If your child has not been screened, contact the Community Ed Office. **Screening *must* be completed before your child will be allowed to attend classes.**

*** Contact Community Education for more information about any of these programs.**

Student Support Services: Central Elementary has a licensed School Nurse, a School Counselor, and a School Psychologist. This is important for our students' health, education, and special needs. In addition, they can serve as a resource to staff, students, and families in these areas and the areas of abuse, dependency, family life education, testing, truancy/absences, ill health, and injuries. To assist all of our students in reaching their full potential and maintaining their learning opportunities, we offer a full complement of supplemental and direct service programs to students with various physical, social, emotional, and intellectual needs.

STUDENT ASSESSMENT AND PROGRESS REPORTING

Reporting/Testing: Students in grades 3, 4, and 5 will take the M.N. Comprehensives Tests in April. In addition, students in grades 1-5 will take the Fast Assessment quarterly. The testing results will provide a general assessment of individual student achievement. Data will also report comparisons with state and national averages and indicate the amount of growth our students make. This will help identify successes and needs in curricular areas. In addition, parents may request to look at any material in their child/ren's cumulative record folder. Test results by grade level may also be shared publicly. In addition, student progress is shared with parents at a parent-teacher conference in October and February (see calendar page).

Conferences: Grades K-5 will have parent-teacher conferences in the fall on November 4 and 6 from 3:30-8:00 p.m. Conferences will be held again on February 19 and 24 from 3:30 – 8:00 p.m. Parents or guardians will visit their child/ren's teacher(s) for a conference at a scheduled time. This will allow the parents and teachers to monitor students' learning and share information. Teachers may call parents/guardians

for other conferences, and parents may also request a meeting at any time to discuss their child's progress in school.

Student Record Information: The school district recognizes its responsibility concerning the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

Student records contain the following information:

- Student's name
- Address
- Telephone number
- Date of birth
- Attendance

Identifying information on a student's religion, race, color, or nationality is omitted.

- The above information shall be public information the school district may disclose from a student's education records.
- Should the parent or the student desire, any or all of the listed information will not be disclosed without the parent's prior written consent except to school officials as provided under federal law.
- To make any or all of the directory information listed above "private" (i.e., subject to consent before disclosure), the parent must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice.

This written request must include the following information:

1. Name of Student
2. Home Address
3. Parent legal relationship to student (if applicable)
4. Specific directory information should not be made public without the parent's prior written consent.

SCHOOL PROCEDURES

Pledge of Allegiance: Elementary students are taught the "Pledge of Allegiance" and flag courtesy. Students begin each day reciting the Pledge of Allegiance. Anyone who does not wish to participate in reciting the Pledge of Allegiance for personal reasons may elect not to do so; however, students must respect another person's right to make that choice. M.N. Statute 121A.11

Classroom Placement: Professional staff members are responsible for forming appropriate instructional groups that reflect students' needs. We aim to create balanced groups to enable every child to achieve the school's educational goals. Parents/guardians may provide information to assist the school in this process. Examples include

- Learning styles (such as interests at home, preference for specific kinds of activities, and interactions with other children, etc.).
- Type of learning environment that is most helpful (less structured, more structured, etc.).
- Unique personality traits of the child (compassionate, talkative, quiet, etc.).

- Specific needs (hearing, vision, speech, etc.)
- Any other relevant information.
- Specific names of staff should not be listed.

The school will attempt to honor this request in the best interest of your child and within the educational program philosophy of the district. The school cannot, however, guarantee the honoring of specific parent/guardian requests.

Student Placement forms are available to all parents/guardians during the spring of the school year to allow a scheduling process to make out class lists. Parents/guardians having specific questions should contact the building principal.

School Closing: The school will be in session except as indicated on the calendar. When school is to be closed early or canceled because of an emergency or the weather, the official announcement will be made over radio station 830 AM – W.C.C.O. as well as through local television stations. The district office will also send a courtesy call to all contacts provided. Please make arrangements for your child(ren) in advance so your child will know where to go if school should be dismissed due to an emergency or severe weather.

Use of the Telephone: Students must get the teacher's permission to use the school phone**. Approval** will be granted only in cases of emergencies. Phone use will not be permitted for such things as arranging to go home with a friend after school. We would appreciate it if parents would ensure their child/ren has homework, band instruments, lunch money, etc., and know where to go after school before leaving home in the morning**.**

Cell Phones: Cell phones are **not** allowed during the day. If a student brings a cell phone to school, it is NOT to be used during the school day hours (8:00 – 3:00 p.m.) The phone will be kept in the child's locker and turned off.

Friends: No school-age friends can visit more than one school day yearly. Prior approval from the principal is required. Visitations during the first or last two weeks of school are discouraged.

Pets: We know pets are essential to our families, and students are excited to share them with their classmates and teachers. Because of allergies and student fears, we do not allow them to visit our classrooms. We do, however, encourage students to share pictures and stories.

Student's Personal Property at School: Students are discouraged from bringing valuable or excessive personal property from home. This includes electronic games, toys, cell phones, etc. These items may be disruptive both on the bus and in the building. There is no provision to ensure their safety.

The school district's policy is that students shall be responsible for their personal property. Therefore, neither the school district nor its employees shall be liable for ensuring a student's property security.

- Central Elementary students cannot *buy, sell, or trade* items on the school bus or property.

Classroom Movies: (Movies, as used in this policy, shall mean full-length commercial movies or made-for-TV movies but shall not include educational films whose function is to inform.)

Teachers utilize movies in their classrooms to support and supplement their instruction. To ensure that these movies are not offensive, they are evaluated based on their ratings, age appropriateness, and recommendation. Therefore, no "R" or "PG-13" films will be shown.

- A parent or student may request that the student be excused from viewing any movie. However, the student's grade will not be affected in any way, and the teacher shall ensure that the student will not be embarrassed or discriminated against because they choose not to view a film.

Care of Textbooks/Materials: Materials, such as books and equipment, are the property of the School District. Students use these books on a loan basis. They are responsible for the care and use of the materials. Textbooks and library books will be examined at the end of the school year for damage in the following areas:

- writing in books
- damaged binding
- torn pages
- water damage
- missing pages, etc.

Upon identification of damage, the student will be responsible for its correction. If the damage to the book cannot be corrected, the student will be required to make restitution. Fines will be based on the following schedule.

Books with two or more missing pages, mutilated or lost.

- **1st year of use:** 100% of the cost
- **2nd year of use:** 75% of the cost
- **3rd year of use:** 50% of the cost
- **4th year +:** 50% of the cost (if the book is still used in the classroom or library)

Classroom Treats: On occasion, students bring treats to their classrooms. Due to health concerns and policies, the District asks that only commercially prepared and packaged food be brought to school **(no homemade goodies**). In addition, treats containing peanut oil, peanut butter, or nuts are not advised due to students' allergies. This will ensure safe and healthy snacks. Thank you for your cooperation.

Snack Lists: Students may eat healthy snacks brought from home with milk breaks. Healthy snacks are fruits, vegetables, crackers, cheese, etc. Items with high sugar or salt content should be discouraged. These guidelines are part of the school health curriculum to familiarize students with healthy snacks vs. junk foods. The cooperation of each family and classroom is appreciated.

Acceptable snack examples:

Popcorn	Cheese and Crackers	Banana or Date Bread
Sandwich	Unsweetened Cereal	Fruit
Vegetables	Cheese Sticks	Juice (Pure Fruit Juice – Not 10%)
Beef Jerky	Crackers	Graham Crackers
Cold Meats	Muffins	Pretzels
Raisins		

Unacceptable snack examples:

Cookies/Pudding	Cake	Potato Chips
Cheese Balls	Rice Krispie Bars	Marshmallows
Twinkies or any kind of Snack Cake	Kool-Aid or Pop	Peanuts (Due to allergies)

Appropriate Dress: We ask that students dress appropriately - considering the weather and school program. Rain or snow gear (boots/caps/mittens) should be worn to maintain good health when the weather is inclement. In addition, shirts and caps with inappropriate language are not permitted in school or at school events. Finally, students are not allowed to wear hats inside the building. They should be removed when the student enters the building.

Students play outside before school from 7:45-8:00 a.m. and at noontime. Supervision is provided. When the weather is inclement, students stay inside the building. Inclement weather is rain, snow, temperature, or wind chill below zero. Would you please try to have your child dressed according to weather conditions?

Primary teachers require the marking of a child's boots. This saves time and confusion since many students wear the same type and color. Some students also have trouble recognizing lost items. To encourage wise decision-making in chemical use by students, it is inappropriate to wear clothing promoting alcohol, tobacco, or other chemicals. Students wearing such clothing will be asked to change or sent home.

Noon Recess: will be held outdoors unless the weather is inclement. When it is raining, or the temperature is too cold, noon recess will be conducted in the atrium. If a child is recuperating from an illness and a parent/guardian wishes to have them stay inside, please indicate this by sending a doctor's note with your child. All children will play outdoors ***unless they bring a doctor's note***. Be sure your child/ren is appropriately dressed in cold weather (boots, mittens, scarves, caps, warm jackets, etc.).

Background Checks: According to Minnesota Statute, Central Schools administer a background check for all new employees. In addition, all volunteer coaches and advisors are subject to a background check.

PARENTAL INVOLVEMENT

Parent-Teacher Association (P.T.A.):

Mission: The Central Elementary School Parent-Teacher Association is committed to engaging and connecting students, families, staff, and the community to work together to enhance and enrich student educational experiences.

The PTA consists of any interested parents/guardians from families whose children attend Central Schools.

The PTA meeting schedule is available on the Central Elementary School calendar located on the website.

Central Elementary Volunteers: Volunteers play a crucial role at Central Elementary. They assist classroom teachers and specialists in many areas. If you have some extra time and would like to share it with our school, please contact the elementary office (952-467-7300).

School Visitors (Parents, Volunteers, & Friends): Parents are encouraged to actively participate in their child's education and visit the school frequently. However, all people entering our building must report to the elementary office to sign in and pick up a visitor's badge before entering any classroom. After your visit, please sign out in the office. If a student leaves school before the end of the day, an adult must sign the student out. Staff members will ask anyone not wearing a visitor's badge to report to the office. Everyone is to enter the building at the main front entrance. All other doors are locked. We hope that any inconvenience this may cause will be offset by knowing that your child's safety is our primary concern.

NOTE: ***Only parents/guardians will be allowed to visit a child or pick a child up from school unless the parent/guardian has given specific permission.***

BUS RULES AND PROCEDURES

The District provides transportation for all students in Central Elementary. Bus stops are published in the Norwood Times before the start of the school year. Any student who wishes to get off at a stop other than their regular bus stop must have **written** permission. If your child is bringing friends home on the bus (3 or more), prior approval must be obtained from the bus driver. If you have any questions about busing, please call Luke Wolter at 952-467-7009 between 8:00-11:00 a.m. Students receive instruction in Bus Safety in the fall of the year.

NOTE: If your child does not ride a bus to school, they **CANNOT ARRIVE BEFORE 7:45 A.M.** ***School supervision does not begin until 7:45 A.M***. Please ensure your child arrives promptly. **The school day will start at 8:00 A.M. and end at 3:03. Expectations of students riding the bus are to follow these bus rules:**

1. The driver is in full charge of the bus and pupils.
2. No inappropriate language will be allowed on the bus at any time.
3. Students are to remain seated while the bus is in motion.
4. All objects are to remain on the bus at all times.
5. Students may not leave the bus except at their assigned bus stop or school without prior approval and the bus driver's knowledge.
6. Prior approval should be obtained from the bus driver if your child brings friends home on the bus (more than 3).

Students in all grades of the Central Public Schools are expected to obey and follow the rules listed above.

Violations of these rules typically will be dealt with using the following guideline (administrator discretion will be used):

1st Offense: The first note is only a **WARNING** that the bus violation has occurred. This note must be signed and returned to the bus driver for the student to ride the bus the following morning.

2nd Offense: The second note will bring **DISCIPLINARY ACTION** resulting in the suspension of bus riding privileges. Parents must contact the Transportation Director (952-467-7009) to see if a solution to the problem can be reached. If no contact is made, the student cannot ride the bus.

3rd Offense: The third note will result in **SUSPENSION** from riding the bus. The parents or guardian must meet with the Transportation Director if the student is to be allowed to ride the bus after the suspension period. Then, only if proper corrective measures have been worked out will the student be allowed to ride the bus again.

4th Offense: The fourth note will suspend riding privileges for the remainder of the semester.

HEALTH SERVICES

The goal of the Health Office is to promote a high level of wellness in school-age children in the areas of physical and social-emotional health. The Health Office's philosophy strongly emphasizes health education and preventive health care. Formal screening programs identify specific problems in vision and hearing. As these and other health problems are detected, parents are notified and a referral for medical care is sent home if necessary. The Health Office services staff in the elementary, middle, and high school with a full-time Licensed School Nurse and a full-time trained Health Office Assistant.

Health Records: Students must have an individual health record in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of current or chronic medical problems (that could affect the student's comfort and ability to learn) and medications, even if not administered at school. A complete physical exam is recommended but not required before school entrance.

Immunizations: Minnesota state law requires parents of all students to present proof that all immunizations are up-to-date **BEFORE** of school entrance. These can be completed by your family physician or through Carver County Public Health Services (952-361-1329). Students not meeting the minimum requirements may be excluded from school. However, students can be exempt based on medical or conscientious objection, with a parent's signature and a licensed notary's signature on the objection form. Contact the district office to schedule an appointment with a notary (952-467-7000).

General Health: To do good work in school, a child requires regular rest and sleep. The amount of sleep needed for a student to be alert and learn would discourage late-night television or late, away-from-home activities. Students may be excused to keep a dental or doctor appointment during the school day, if necessary, but it is better to schedule visits during vacation, workshop days, etc.

Emergency Care: Emergency care is provided to students who experience illness or injury at school.

Emergency Forms: At the beginning of each school year, parents must complete the Student Emergency Form, which provides **up-to-date emergency phone numbers** and medical information. It is the parent's/guardian's responsibility to notify the school of any change of address, telephone number, or emergency numbers. Parents are also asked to complete a Health History form. This provides additional health information necessary for making judgments in emergencies.

Injury: In the case of an injury or medical emergency, the school will attempt to notify the parents first when possible. In a medical emergency, the local emergency system will be used. The student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance at the parent's expense. Student Emergency Forms will be sent to the emergency facility with the student when the parent cannot meet or accompany the student.

Illness: In the case of illness, the school will contact the parent at home or work. The parent will be expected to pick up the child or make arrangements for someone else to do so immediately. If the school cannot contact the parent, the person identified as a contact on the student's Emergency Form will be contacted. Parents should ensure that the emergency contact has agreed to assume this responsibility, is available, and has transportation. The parents of each student must establish a workable emergency plan. If the family physician, parent/guardian, or emergency contacts cannot be reached in an emergency, "911" will be called, or the student will be transported to the nearest hospital.

Illness causing Exclusion: Children will be excluded from school when they demonstrate any of the following symptoms:

- **Oral temperature over 100F:** If your child has a fever of 100° F or more, he/she should stay home for 24 hours after the temperature returns to normal, without fever-reducing medication (i.e. acetaminophen, ibuprofen).
- **Vomiting and/or diarrhea:** If your child is vomiting or has diarrhea, the child should not return to school until 24 hours after the last episode.
- **Undiagnosed rash:** If your child has an undiagnosed rash, please contact your medical provider before sending him or her to school. Then contact the health office for an update.
- **Breathing difficulties:** any new difficulty breathing needs to be addressed by a healthcare provider before returning to school.
- **Pink eye with fever:** fever-free for 24 hours without fever-reducing medication. Antibiotic drops are not required to come back to school.

Communicable Disease & Re-admittance to School: Health Services should be notified of any communicable diseases and treatment to assure control in other students. Readmission to school for the following communicable diseases shall be:

- **Strep Throat:** until 12 hours after antibiotic treatment begins & the child is without fever
- **Chickenpox:** all lesions are dry and crusted (5-7 days)

- **Impetigo:** at least 24 hours after the start of medication & sores are drying or improving. If there is no improvement in 48 hours, the child should be reassessed by a physician.
- **Hepatitis:** physician statement required for re-admittance
- **Ringworm of scalp and skin:** following treatment with fungicide
- **Hand, Foot, and Mouth Disease:** until the fever is gone and the child is well enough to participate in routine activities.

Excusing Students from Physical Education: All students must take physical education. Following an injury or illness, physician's orders are needed for any student to be excused from physical education classes for more than one day.

Medications: In accordance with the Minnesota Department of Health's recommendations, the school WILL NOT provide any medications (including Tylenol, Motrin) without a signed Authorization Form and/or prescription from parents. Parents should inform the student's teacher when a student is taking medication in school. This is to ensure the teacher can send the child to the Health Office at the proper time. The school nurse or designated person(s) will document medication administered.

- **Prescription medications** can be administered under these circumstances:
    - A signed "Authorization for Administration of Medication in a School Form" by parents/guardians. These forms can be found on the school website: https://www.raiders.central.k12.mn.us/page/health-office under "Health Forms".
        - This form authorizes the School Nurse to administer the medication to comply with the physician's order. The School Nurse can delegate medication administration to a trained school personnel.
    - A current written physician's order. Must be received for **ALL** prescription and controlled medications
    - (i.e. ADD or ADHD). Written order must include: Student name, diagnosis, medication name, dose, route, and time of administration, possible side effects, physician signature
    - Medication should only be brought to school in a container labeled by the pharmacy. The pharmacy should divide medication for home and school into two bottles with proper labels to avoid transporting medication daily.
    - Parents are encouraged to bring medication (especially controlled substances) to the Health Office for their child's and other students' safety. However, if parents cannot bring the medication to school, they should contact the Health Office to set up an alternative plan.

- **Non-prescription medications and/or Over-the-Counter Medications(OTC)** (ie Tylenol, cough syrup, antihistamines, etc.) can be administered under these circumstances:

- A signed "Authorization for Administration of Medication in a School Form" by parents/guardians. These forms can be found on the school website: https://www.raiders.central.k12.mn.us/page/health-office under "Health Forms".
  - This form authorizes the School Nurse to administer the medication to comply with the manufacturing label. The School Nurse can delegate medication administration to a trained school personnel.
- Non-prescription medications and/or Over-the-Counter Medications(OTC) must be sent in the original manufacture container. The manufacturer dosing/administration instructions will be followed for age/weight of child. A written physician order is needed if dosing is different from the manufacturer's label.
- Non-prescription medications and/or Over-the-Counter Medications(OTC) should be accompanied by specific instructions from the parent regarding when the medication will be delivered at school, and when the last time the child had that medication.

- Elementary students will not be allowed to self-administer medications. (Inhalers are exempt.) Medications must be administered by the School Nurse or trained school personnel while the student is at school.
  - If a student can demonstrate the ability to self-carry/administer an inhaler appropriately, an "Authorization to Self-Carry/Self-Administer Medication Form" can be signed by the parent, student, and School Nurse in the Health Officer.

Health Screening Programs: Hearing and vision screening are not required in Minnesota schools but are HIGHLY recommended due to their significant impact on learning. Completing hearing and vision screening early in the fall is recommended. Hearing and vision screening are often a required component of special education evaluation and annual assessment. When suspected health problems are detected, a referral for a medical evaluation is made.

Health Education and Consultation: Health Services personnel will attempt to make every Health Service activity an educational experience for the child, parents, and teacher. Because of our commitment to preventive health care, we work closely with the classroom teacher to provide health education. In addition, we are aware of community resources in healthcare and human services and work cooperatively with them. Please call us if you have questions or concerns about your child.

Instances When We Contact Parents/Guardians:

- Temperature on or greater than 100 degrees
- Vomiting and/or Diarrhea with or without fever
- Severe persistent coughing
- Asthma attacks not improving after inhaler
- Head Injury (persistent symptoms or significant fall/injury)

- Upset stomach with flushed cheeks, headache, without fever
- Severe sore throat (potential strep) with fever
- Open wounds
- Pink eye with fever, or severe irritation to student
- Head lice (notify, but do not need to be picked up)
- Recurring headache
- Possible medication reaction
- Rash with persistent itching
- Known allergies and reactions to "triggers" (ie bee stings, food exposure)
- Diabetic reactions
- Seizures
- Rest, return to class; returns to health services, still not healthy; or after two visits to health services in
- one day
- Other situations per health services staff discretion

Instances When We Do NOT Notify Parents/Guardians:

- Minor playground injuries - scratches, scrapes, and monkey bar blisters
- Small slivers
- Band-aid application or changes
- Temperatures under 100 degrees without other symptoms
- Minor aches (stomach, throat), pains, and rashes which are not recurring
- Minor Head Injuries (bumping heads, no persistent symptoms)
- Insect and bee stings without known allergies (receive first aid and observation for 20 min.)
- Change of clothing due to toileting accident, unless health assistant notices a pattern and questions infection

FOOD SERVICE

Taher Inc. provides lunch and breakfast to our students in all of the Central Public Schools. They aim to provide a healthy, tasty breakfast and lunch option. We participate in the State of Minnesota's Free School Meals for Kids Program. This legislation provides a free breakfast and lunch to all students. *For more information on this program, please visit the* Minnesota Department of Education *website*.

Breakfast: Central Elementary provides free breakfast for all students through the Minnesota Free School Meals for Kids program. Kindergarten & 1st grades are served breakfast in their classrooms while 2nd-5th grades pick up their breakfast in the cafeteria to eat in their classroom. *An additional breakfast or milk is available for purchase.*

Lunch: Central Elementary provides free lunch for all students through the Minnesota Free School Meals for Kids program. *An additional lunch or milk is available for purchase.*

Note: Single item purchases and non-reimbursable meals are not free. Some examples include: carton of milk, snack items, second entrée, a second breakfast or a second lunch, meals that do not meet the minimum requirements and meals served to teachers, staff, and other adults.

The cost for an adult meal or for a student to purchase a second complete breakfast or complete lunch will be $2.40 for a breakfast, $5.00 for a lunch and an additional milk can be purchased for $.60.

As a convenience to our families, Central Elementary School and Taher Foods offers a snack and milk/juice option for our K-5 th grade students, mid-morning. Students that participate in this program have multiple choices daily that include options such as whole fruit, raisins, Craisins, Cheez Its, Chocolate Elf Grahams, and Scooby Bones.

Snack Options:*
Snacks Only - $30 for first semester, or $60 for both semesters
Milk/Juice Only** - $45 for first semester, or $90 for both semesters
Both Snacks & Milk/Juice - $75 for first semester, or $150 for both semesters

Those who choose not to participate in the snack and milk program are still welcome to send water bottles and healthy snacks from home.

****Kindergarten students do not need to purchase milk as this is provided free of charge through a government program.** If you chose to participate in the snack program, please select Snacks Only and milk will be automatically given to the kindergarten students if they want it.

Please use our Payment Portal via https://isd108.revtrak.net/ to deposit funds into your child's account for food related purchases. Click on "**Lunch Account**" to deposit funds for breakfast & lunch (ala carte & extra items, etc.) and on "**Child Nutrition**" for our snack program. NOTE: ***Snack options can ***ONLY*** be paid through the payment portal (we cannot accept cash or check for snacks).*
If it is necessary to send in money or a check directly to the school for meals (not accepted for snack program), we ask that money be placed in a sealed envelope with the student's name and grade printed on the front. Checks should be made payable to Central Public Schools.

It is still important for families to complete the Application for Educational Benefits form. Applications for Educational Benefits determine how much funding your child's school receives for educational programs and supports. Additionally, eligible families can qualify for other benefits. See the Minnesota Department of Education https://education.mn.gov/MDE/dse/FNS/SNP/free/ for additional information. You can access this form on the Central Public School website via Application for Educational Benefits or forms can be obtained in the District or Elementary Offices. Completed forms should be returned to the District Office.

Please contact finance@isd108.org with any payment portal questions. If you have any additional questions, please contact Taher Food Service at 952-467-7147 or the Elementary Office at 952-467-7300.

STUDENT DISCIPLINE

Roles and Responsibilities Related to Student Behavior and Discipline

Students: Students are responsible for how their rights are exercised and for not violating the rights of others and must accept the consequences of any actions they take that are outside the boundaries of their rights or that violate the rights of others.

Parents and Guardians: Parents and Guardians are legally responsible for their children's behavior as determined by the law and community practice. They are expected to promote their child's self-discipline and educational progress and discourage their children from disrupting the school's educational program.

Parents and guardians are responsible for ensuring that their children attend school regularly and supporting district and school policies, regulations, and rules. In addition, parents and guardians are expected to notify the school through a telephone call or written note whenever their children will be absent because of illness, a medical appointment, or other excused absences.

Since cooperation between parents and guardians and school staff is essential in helping students work to the best of their ability and have a good school experience, parents and guardians are responsible for helping maintain communication with the school by participating in school-community activities such as orientation events and parent-teacher conferences and to bring questions and matters of concern to the attention of the teacher, principal or appropriate staff member.

Board of Education: The Board of Education sets policies for the District. It manages and controls the school district acting through the superintendent. The School Board holds school employees responsible for supervising student behavior and student safety while the students are legally under school supervision. It has the authority to expel and exclude students from school. The Board of Education is an avenue of appeal for parents and students who have appealed their concerns through the appropriate channels.

Superintendent: The superintendent establishes necessary regulations, rules, and procedures to efficiently implement Board of Education policies relating to standards of student behavior, is responsible to the Board for discipline in the schools, gives support to principals and staff, as needed; keeps the Board informed about serious behavior problems in the school and assistance which has been given principals in correcting such issues and recommends student expulsion and exclusion to the Board of Education. The superintendent is also an avenue of appeal for parents and students who have appealed their concerns through the appropriate channels.

Principals: Principals are responsible to the superintendent for effectively implementing administrative regulations, rules, and procedures on student behavior in support of board policy, and for the total operation of the school, within the framework of rules and procedures established by the superintendent.

Principals are responsible for providing the best possible education by creating and maintaining an atmosphere conducive to learning, respecting all students, parents, and staff, and effectively communicating with staff, parents, students, and the community.

Principals have the responsibility and authority to formulate, establish, and implement fair and objective rules and regulations that govern students' conduct for the school, consistent with state statutes, board of education policies, and administrative management. The principal will discuss rules and rights with the instructional staff before the beginning of each new school year and with new instructional staff when they are hired.

Principals have the authority to suspend students, consistent with the Pupil Fair Dismissal Act guidelines, for failure to comply with district and school policies, regulations, and rules. In addition, principals may recommend excluding or expelling a student to the superintendent.

Teachers: Teachers are responsible to the principal for effectively implementing administrative regulations, rules, and procedures on student behavior in support of board policy, for knowing school and district regulations, rules, and procedures on student behavior, and for making sure that all students are informed of the standards of conduct required by the teacher, the school and the district. Teachers are responsible for providing the best possible education by creating and maintaining an atmosphere conducive to learning, respecting all students, parents, and staff as individuals, and effectively communicating with staff, parents, students, and the community.

Teachers have the authority to use such reasonable measures as are necessary to maintain student control in school buildings, on school grounds and at school events. These measures include removal of a student from class, consultation with the principal, denying a student certain classroom privileges, assigning a student extra classroom obligations, giving a student particular tasks related to the misbehavior, and requesting a parent conference.

Teachers are responsible for recording and reporting severe behavior problems to a school administrator and referring a student to a school administrator if the teacher's efforts to resolve the behavior problem are unsuccessful.

Other School District Personnel: All school district personnel shall contribute to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or another agent of a school district in exercising their lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

REMOVAL OF A STUDENT FROM CLASS

Teachers are responsible for modifying disruptive student behavior by conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail or the teacher determines it is otherwise inappropriate, based on the student's conduct, the teacher shall have the authority to remove the student from the classroom according to the procedures established by this discipline policy. "Removal from Class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class for a period of time not to exceed five (5) days, according to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that disrupts the rights of others to an education, including behavior 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 the school's property.
3. Willful violation of school rules, regulations, policies, or procedures.
4. Other conduct, which is at the teacher's or administration's discretion, requires removing the student from class.

Procedures for Removal of a Student from a Class:

1. A teacher may remove a student from class. The teacher should inform the office that the student has been removed and expect the student's arrival.
2. Removal of a student for an extended period of time will require principal/designee approval.
3. Documentation providing reasons for removal will be given to the principal by the removing teacher. Parent notification will be done by the teacher removing the student or by the office.

Responsibility for and Custody of a Student Removed from class:

1. Any student removed from class must report to the office immediately.

2. Students sent to the office may do so unattended ***if there are no safety concerns.*** However, if safety is an issue, teachers must contact the office, and the principal or designee will come to the room to escort the student to the office.

3. The student will complete assigned work while in the office for removal from class. Teachers will have work available for the student during this time.

4. While the student is removed from class, the principal/designee will be in charge of the student.

Procedure for Student to Return to Class:

If the student has been removed for 1 or 2 days, the student, teacher, and principal will meet to discuss a readmission plan. If the student has been removed for 3-5 days, the student, parent, teacher, and principal must meet to discuss a readmission plan.

Procedures for Notification:

1. At the beginning of each school year, the Parent/Student Handbook is posted online under Parent Resources, which explains the rules of conduct and associated procedures. In addition, during the year, disciplinary notices, phone calls, and letters will be used to contact parents about violations.

2. Any violation that results in a student being removed from class will result in the parent being notified by the teacher and principal/designee.

Disabled Students – Special Provisions

Any consideration as to whether there is a need to review procedures for assessment, current I.E.P. 's, or appropriate referral of a student in need of special education services will be done by the school's Student Assistance Team (S.A.T.). Any parent or staff member may make referrals to the S.A.T. for child study to determine appropriate services.

Procedures for Detecting and Addressing Chemical Abuse Problems of Students while on School Premises:

1. The school's Student Assistance Team will serve as the chemical abuse pre-assessment team according to Minn. Stat.121A.26.
2. The District's Safe and Drug-Free School/Violence Advisory Committee will serve as the district's school and community advisory team.
3. Reporting of chemical abuse issues will be reported to the principal and/or the Student Assessment Team (S.A.T.).

DISCIPLINE PLAN

Statement of Purpose: Every child has a right to a climate conducive to learning. The school's discipline plan is intended to be fair and equitable for all children. The plan will be viewed as a tool that seeks to maximize student growth and nurture each student's healthy self-respect. All of us, parents, students, and school staff, must share the responsibility of working toward this belief.

Student Expectations: Listed below are the five main student expectations. The specific behavior related to each expectation will be discussed with students periodically by the school's staff.

1) Positive words and actions
2) Responsibility for self
3) Integrity and honor
4) Display self-control
5) Excellence in everything

Principal Involvement: The principal shall be involved with a student's positive or negative behavior upon conferring with the classroom teacher.

Playground Rules:

1) No Fighting, pushing, throwing to the ground, kicking, hitting, etc.
2) No inappropriate language, name-calling, swearing, etc.
3) Use all playground equipment safely.
4) All students must stay within the playground boundaries.

5) Students are not permitted to use hard balls. (baseballs, etc.)
6) No tackling. Only two-hand touch football.
7) No Snowballs.

All students are to treat each other and the playground supervisors with respect.

Students are not allowed to bring: roller blades, skates, skateboards, sleds (in winter), toy guns of any kind, etc. Students may bring from home: jump ropes, tennis balls, rubber balls, etc. They are responsible for their personal property.

Distribution of Policy: The school district will notify students and parents of the existence and contents of this policy in such a manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

Overview: The consequences for misbehavior described on the following pages are designed to be fair, firm, and consistent for all students. They apply to students in any school or other district building, district property, district vehicles, and school or district events. (District vehicles are defined as school buses and vans owned or leased by the school district, and cars and other vehicles owned by district staff and authorized by the district for transporting students.)

Student Behavior Expectations: Please read and discuss this information with your child. A Positive Behavior Intervention and Support Plan was developed per District Policy 108: Student Discipline. The purpose of this plan is to ensure that students are aware of and comply with the school district's expectations for student conduct. At Central Elementary School, we have high expectations for our community and call it "Raider Pride." We need a positive, safe, and orderly school for learning to thrive. School is a social setting in which students learn individual and group responsibilities. Students learn to make decisions about their behaviors. Clear expectations help students know appropriate behaviors for school and other public places. This includes halls, bathrooms, playground, cafeteria, and bus. Proper behavior is expected everywhere on school property as well as on the bus.

Example Behaviors and Consequences:

Major Offenses:

Examples:

- Fighting
- Stealing
- Hitting, spitting, kicking, biting
- Possessing offensive, dangerous or inappropriate items

- Refusing to comply with directions given by an adult
- Continued repetition of minor infractions

Potential Consequences

- Removal from setting
- The student will talk with the principal or counselor
- A parent will be contacted via phone call and behavior slip
- One or more quiet lunch period(s), in-school suspension, or out of school suspension, depending on the severity
- Restitution

Minor Offenses:

Examples:

- Pushing/running
- Disrespectful language/swearing
- Disruption in class or other areas
- Throwing items
- Inappropriate bathroom/sink use

Potential Consequences

- Dealt with individually
- One quiet lunch period, if warranted
- Parents contacted by phone or behavior slip
- Expectations of school behavior are clearly explained to the student
- Restitution

Raider Pride P.B.I.S. Rubric

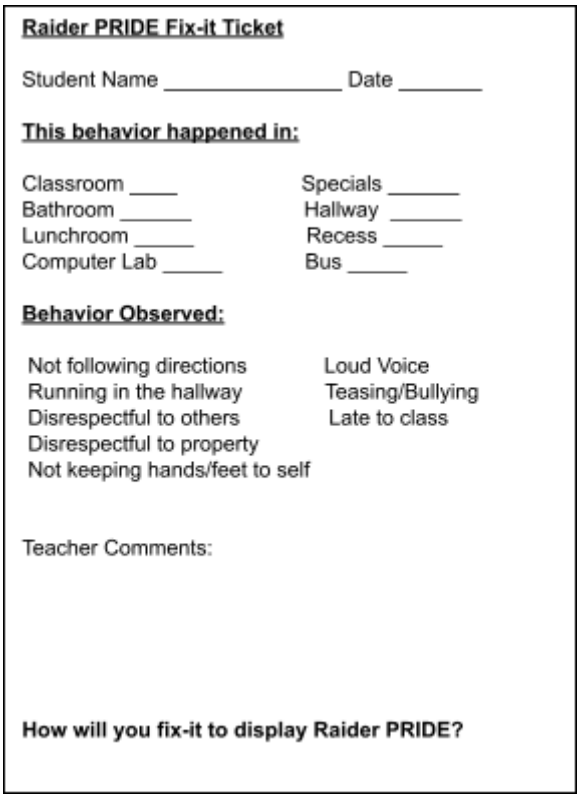
	P Positive words and actions	**R** Responsibility for self	**I** Integrity and honor	**D** Display self-control	**E** Excellence in Everything
Bathroom	Respect others' privacy	Wash hands after using the bathroom Level 2 Voice	Be a positive role model Report any problems	Feet on floor Hands to self Two pumps-two pushes	Be a positive role model
Hallway	Thumbs-up	Walk Level 1 voices Walk on right	Pick up any trash	Friendly wave Keep hands at the side	Be a positive role model
Cafeteria	Say please & thank you Sit on pockets	Put tray away Clean up mess Wash before and after	Report big spills	Hands and feet to self Level 3 voices Stand calmly in line	Be a positive role model
Playground	Line-up when told Respectful language share	Return equipment Bring in belongings	Include others Report bullying and accidents	Use problem-solving skills Peaceful contact	Be a positive role model
Assembly	Sit central style Polite clapping	Listen to speakers Hands and feet to self	Audience etiquette	Eyes on speaker Level 1 voices	Be a positive role model
Media Center	Respect property	Return books on time Return materials to correct location	Wait turn Report damaged materials	Level 2 voices Use time wisely Hands and feet to self	Be a positive role model
Dismissal	Go straight to bus Walk Stay on sidewalk Use crosswalk	Be Safe Have all belongings Note from home indicating a change	Help others	Hands and feet to self Level 2 voices	Be a positive role model
Lockers or Desk	Shut quietly Keep clean	Be prepared Neatness/organized	Respect property and privacy	Keep hands and feet to self	Be a positive role model
Steam Room	Follow acceptable usage procedures	Follow directions Return materials	Respect property and privacy Report problems	Hands and feet to self Level 1-2 voices	Be a positive role model
Bus	Respectful language Sit on pockets	Follow directions Be at the stop on time Watch for your stop	Respect property and privacy	Keep hands to self Keep feet in front of you Level 3 voices	Be a positive role model

Behavior Management Tools

Central Elementary School has two types of Behavior Management tools in use. They are as follows:

Fix-It Ticket: All staff members may use this slip to help alleviate what constitutes "minor" behavior problems. Staff will give 1 – 2 verbal warnings about appropriate behavior choices. A "Fix It Ticket" will be issued after the warnings. The homeroom teacher will document Fix-It Ticket offenses and parents will be notified after the third offense.

Office Referrals: After the 3rd Fix-It Ticket in a month or if more serious behavior occurs, it will result in an office referral. A student may be sent to the office for hitting, kicking, pushing/shoving, stealing, swearing, or any other behavior deemed inappropriate or dangerous to themself or others.



Raider PRIDE Fix-it Ticket

Student Name _____ Date _____

This behavior happened in:

Classroom ____ Specials _____
Bathroom _____ Hallway _____
Lunchroom _____ Recess _____
Computer Lab _____ Bus _____

Behavior Observed:

Not following directions
Running in the hallway
Disrespectful to others
Disrespectful to property
Not keeping hands/feet to self
Loud Voice
Teasing/Bullying
Late to class

Teacher Comments:

How will you fix-it to display Raider PRIDE?

The following process will take place if this happens;

1) An office referral slip will be generated by the appropriate staff.
2) The student is called to the office to discuss the behavior with the administrator.
3) One or more of the following steps are then taken:
   - The administrator calls the parent and explains the behavior.
   - The student calls the parent and explains their behavior.
   - A parent conference is required

Suspension/Expulsion: A student may be suspended or expelled depending upon the severity of the situation, on the following grounds:

1) Willful violation of any reasonable school regulation
2) Willful conduct which disrupts the rights of others
3) Willful conduct which endangers the student, others or property

The school supports the terms of The Pupil Fair Dismissal Act of 1974.

Severe Clause: More severe behaviors (i.e., when the student's behavior endangers themselves or others, or chronic repeat offenders) may require further action. The actions we have in place are the following:

- In-School Suspension
- After-School Detention (parent or guardian will be responsible for picking the student up after detention)
- Out-of-School Suspension (followed by a re-entry meeting)

District Policies and Guidelines

*A complete District Policy Manual can be found in the District Office.

Bullying/Cyberbullying

For purposes of this policy, the definitions included in this section are derived from Minnesota State Statute. For a complete copy of this policy, contact the district office.

"Bullying" means intimidating, threatening, abusive, or harmful conduct that is objectively offensive and:

1. There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior, and the conduct is repeated or forms a pattern; or

2. Materially and substantially interferes with a student's educational opportunities, performance or ability to participate in school functions, activities or receive school benefits, services, or privileges.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network internet web site or forum, transmitted through a computer, cell phone, or other electronic devices, that causes a substantial disruption to the educational environment at Central Elementary Schools.

ATTENDANCE REGULATIONS / POLICY

Enrollment: Under the existing school policy, a child must be five years of age before September 1st of the current school year to be enrolled in kindergarten. A child must be six years of age before September 1st of the current school year to register in first grade.

Withdrawals: If you are moving out of the District, the school should be notified at least a week in advance to prepare the proper transfer of records and the child's supplies collected before the transfer.

Attendance: The Board of Education, administration, and faculty believe that all students should benefit from the educational opportunities, programs, and activities available at school. Minnesota state law and the Department of Education require daily attendance. The student's obligation for regular and continuous attendance is the joint responsibility of the parent, the student, and the school. If attendance is irregular, the student loses the benefits of constant instruction, allowing for steady and meaningful growth.

All students at Central Elementary School will be expected to be diligent and punctual in their attendance. All students will be held accountable for missed days of school. Students in our elementary school will be considered absent for a half-day if they arrive after 9:00 a.m. or leave before 2:00 p.m. Classes for grades K-5 will start at 8:00 a.m. and end at 3:03 p.m.

If your child is picked up during the day, it is the person's responsibility to pick up the child to sign them out in the office. Likewise, when a student returns to school or arrives late, they sign in at the office and give the classroom teacher their tardy slip when returning to class. The policy provided herein shall apply to individual class attendance.

Absence Reporting Procedure: When an absence is necessary, the parent/guardian should notify the school by 8:30 a.m. stating the reason for the student's absence. Our attendance line (952-467-7304) is available 24 hours a day for your convenience. Contact the office (952-467-7300) if there are extenuating circumstances.

Make-up Work: If your child is absent for a day, make-up work will be taken care of upon return to school. If the absence is for an extended period, we suggest that a parent calls for the make-up work before or after school. Two days will be allowed for the completion of make-up work unless the classroom teacher provides an extension.

General Statement of Policy:

Responsibilities:

1. Student's Responsibility
   It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes every day that school is in session and be aware of and follow the correct procedures when absent from any class. Finally, it is the student's responsibility to request any missing work.
2. Parent or Guardian's Responsibility
   It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student's absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.
3. Teacher's Responsibility
   The teacher's responsibility is to take daily attendance and maintain accurate attendance records in each assigned class. It is also the teacher's responsibility to be familiar with all procedures governing attendance and apply them uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, the teacher's responsibility is to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

Attendance Procedures

1. Regular attendance is the responsibility that parents share with students and the school.
2. The School Board considers the following as "excused" absences:
   a. Illness
   b. Serious illness in the student's immediate family
   c. A death in the student's immediate family, relative or close friend
   d. Medical or dental treatment
   e. Court appearances occasioned by family or personal action
   f. Religious instruction not to exceed three hours in any week
   g. Physical emergency conditions such as fire, flood, storm, etc.
   h. Official school field trips or other school-sponsored outings
   i. Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences, and students will be permitted to complete make-up work.

3. Unexcused absences may have parental approval but are not designated as legal absences in the above section. This would include sleeping in, skipping school, shopping, or babysitting a younger sibling.
4. Truant absence is any absence of part or all of one or more days from school during which the school administrative assistant, principal, or teacher has not been notified of the reason for the student's absence by a parent or guardian.

Tardy Procedure: Students are expected to be in their classroom at the beginning of the day. Failure to do so constitutes tardiness. Families will receive a letter from the school reminding them of the importance of being at school on time if/when tardiness becomes a pattern.

Communications & Enforcement: The principal will review student attendance records monthly or at the teacher's request.

1. Upon a student's absence of 3 consecutive days, the school nurse will contact the parent/guardian to review with the parent the reason for such absence.
2. When a student's unexcused absenteeism reaches three days, a letter will be sent to the family.
3. When the student's unexcused absenteeism reaches seven days, the student and family will be referred to the Carver County Social Services for truancy referral.

Section 7. Pupil Fair Dismissal Act: All school personnel will abide by the "Pupil Fair Dismissal Act" of 1974, M.S. 127.26-127.39, which is in keeping with the due process for students.

MINNESOTA STATUTES REGARDING TRUANCY

Continuing Truant (M.N. Stat. 260A.02)

"Continuing Truant" means a child who is absent from instruction in a school without a valid excuse within a single school year for:

1. Three days if the child is in elementary school or
2. Three or more class periods on three days – if the child is in middle school or high school.

Notice to Parent or Guardian When A Child is a Continuing Truant (M.N. Stat. 260A.03)

Upon a child's initial classification as a continuing truant, the school attendance officer or other designated school official shall notify the child's parent or legal guardian by first-class mail or other reasonable means of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Section 120A.22, and parents or guardians who fail to meet this obligation may be subject to prosecution under Section 120A.34;
4. That this notification serves as the notification required by Section 120A.34;

5. That alternative educational programs and services may be available in the district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Chapter 260C
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restrictions, or delay of the child's driving privilege pursuant to 260C.201; and
9. It is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

Habitual Truant/Child in Need of Protection or Services (CHIPS) M.N. Stat. 260C.007 Child who is in need of protection or services" means a child who is in need of protection or services because the child...(14) is a habitual truant.

Subd. 10 Habitual Truant . . ." Habitual Truant" means a child under the age of 17 years who is absent from attendance at school without lawful excuse for *seven* school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school . . . or high school, or a child who is 17 years of age who is absent from attendance without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.

Truancy in Regards to Open Enrolled Students: The School District may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat 124D.03) or Enrollment in Nonresident District (Minn. Stat.124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes Chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods of fifteen (15) school days and has not lawfully withdrawn from school.

WELLNESS POLICY

I. PURPOSE

The purpose of this policy is to ensure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education, and that healthful eating and physical activity can have a positive impact on student behavior.
B. The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.

C. The school district encourages students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.
D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
E. All students in grades K-l2 will have opportunities, support, and encouragement to be physically active regularly.
F. The qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide a clean, safe, and pleasant setting and adequate time for students to eat.

III. GUIDELINES

A. Foods and Beverages

1. All foods and beverages available on campus during the school day (including concessions and a la carte cafeteria items) will be consistent with the current U.S.D.A. Dietary Guidelines for Americans.
2. The food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all federal, state, and local laws and guidelines.
3. Foodservice personnel shall adhere to all federal, state, and local food safety and security guidelines.
4. The school district will make every effort to eliminate any social stigma attached to and prevent the overt identification of students eligible for free and reduced-price school meals.
5. The school district will allow students access to handwashing or hand sanitizing before eating meals or snacks, and students should be encouraged to use such facilities.
6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and make every effort to schedule meal periods during the school day.
7. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students eat during such activities.

B. School Food Service Program/Personnel

1. The school district will provide healthy and safe school meal programs that strictly comply with federal, state, and local statutes and regulations.
2. The school district shall designate the Food Service Director to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current U.S.D.A. Dietary Guidelines for Americans. The school board will appoint a School District Nutrition Advisory Committee to advise the Food Service Director with these responsibilities.
3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Nutrition Education and Promotion

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:

   a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health.

   b. role of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and

   c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.

2. The school district will encourage all students to make age-appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, and concession stands during the school day.
3. Schools will not use food or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individualized education plan or behavior intervention play) and will not withhold food or beverages as punishment.

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television.
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate.
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

E. Communications with Parents

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The school district will support parent's efforts to provide a healthy diet and daily activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities. In addition, it will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. IMPLEMENTATION AND MONITORING

A. After approval by the school board, the wellness policy will be implemented throughout the school district.
B. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.
C. The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selecting all foods made available on campus.
D. The superintendent or designee will ensure compliance with the Wellness Policy.

Legal References
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
P.L. 108-265 (2004) § 204 (Local Wellness Policy)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources
Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org

FOOD AND BEVERAGE GUIDELINES

1. Foods and beverages offered over the course of a school week should be nutrient-dense, including whole-grain products and fiber-rich fruits and vegetables to provide students with various choices to maintain a balanced diet.

2. Foods and beverages available during the school day should include various healthy choices that are of excellent quality, appealing to students, and served at the proper temperature.

3. Foods and beverages available during the school day should minimize trans and saturated fats, sodium, and sugar as defined by the Dietary Guidelines for Americans.

4. Food and beverage providers should offer modest portion sizes age-appropriate for elementary, middle, and high school students, respectively.

5. If a la carte foods are available, they should include various nutritious foods, such as fruits, vegetables, whole grains, and low-fat or nonfat dairy foods.

6. Nutrition information for products offered in snack bars, activity concessions stands, a la carte, vending, and school stores should be available, when possible. In addition, healthy food and beverage choices should be available at these locations.

7. Carbonated beverages should not be available to elementary, middle school, and high school students during the school day.

8. Beverage vending machines will be available to students as permitted by applicable state and federal laws regarding hours of operation. However, no carbonated beverages, regular or diet, will be sold out of any district vending machine. Teachers' lounges may be exempt from this requirement.

9. School sites will encourage healthy choices for snacks in the classroom, on field trips, and at school picnics and outings.

10. Classroom celebrations should encourage healthy choices and portion control.

11. Schools should encourage fundraisers that promote positive, healthy habits, such as the sale of non-food and nutritious food items and fundraising to support physical activity events.

12. Schools will discourage the use of foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

13. Food brought into schools to be served to students must be commercially prepared food items during the school day.

14. No carbonated beverages will be allowed in classrooms during the regular school day.

NUTRITION EDUCATION GUIDELINES

1. School programs should ensure that students in pre-kindergarten through grade 12 receive nutrition education that provides the knowledge they need to adopt healthy lifestyles. Nutrition education should be well-integrated within a comprehensive school health education program and should include instruction that helps students learn more about the importance of various food groups; caloric, sugar, and fat intake; healthy cooking methods; the role of diet in preventing health problems; the recognition of the role media play in marketing and advertising foods and beverages; and the relationship of a balanced diet and regular exercise to a healthy lifestyle.

2. Nutrition concepts should be reinforced by all school personnel.

3. Nutrition education should include reinforcing the importance of physical activity and the health risks associated with a sedentary lifestyle.

4. Staff primarily responsible for nutrition education should be adequately trained and regularly participate

in professional development activities to deliver quality nutrition education effectively.

5. School districts should provide educational information and encourage healthy eating and physical activity for families, both within and outside the home. In addition, family members should be a critical part of the team responsible for teaching children about health and nutrition.

PHYSICAL ACTIVITY AND EDUCATION GUIDELINES

1. Students from kindergarten through grade 10 will receive regular, age-appropriate physical education.

2. Physical education should be designed to build interest and proficiency skills, knowledge, and attitudes essential to a lifelong physically active lifestyle. It should include providing information, fostering a positive atmosphere, encouraging self-discipline, developing motor skills, and promoting activities that can be carried out throughout students' lives.

3. The physical education curriculum should be coordinated with the health education curriculum.

4. Physical education should provide safe and satisfying physical activity for all students, including those with special needs.

5. Whenever possible, elementary schools should provide daily recess that encourages physical activity.

6. Schools should provide information to parents to help them promote and incorporate physical activity and healthy eating into their children's lives.

HAZING POLICY

I. PURPOSE

This policy aims to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the school district's educational goals and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or another district employee shall plan, direct, encourage aid, or engage in hazing.
B. No teacher, administrator, volunteer, contractor, or another district employee shall permit, condone, or tolerate hazing.
C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for the action.
F. The school district will investigate all complaints of hazing. It will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or another employee of the school district who is found to have violated this policy.

III. DEFINITION

A. "Hazing" means doing something or making another student do something that creates a risk or harm to a student in order for the student to be initiated into or affiliated with a student organization. Hazing is a violation of school policy regardless of the time or place it occurs.

1. Any physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
2. Any physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or adversely affects the student's mental or physical health or safety.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health or safety.
4. Any activity that intimidates or threatens the student with ostracism, which subjects the student to extreme mental stress, embarrassment, shame, or humiliation, adversely affects the student's mental health or dignity, or discourages the student from remaining in school.
5. Any activity that caused or required the student to perform a task involving a violation of state or federal law or school district policies or regulations.

HARASSMENT AND VIOLENCE POLICY

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial, or sexual harassment and violence. The school district prohibits any form of religious, racial, or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence based on race, color, creed, religion, national origin, sex, age, marital status, family status, status with regard to public assistance, sexual orientation, or disability.

B. A violation of this policy occurs when any pupil, parent, teacher, administrator, or other school personnel of the school district harasses a pupil, teacher, administrator, or other school personnel through conduct or communication based on race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regards to public assistance, sexual orientation, or disability as defined by this policy.

C. A violation of this policy occurs when any pupil, parent, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator or other school personnel or group of pupils, teachers, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

CENTRAL PUBLIC SCHOOLS
ACTIVITIES HANDBOOK
GRADES 7-12

2025 - 2026

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Jim Mesik jmesik@isd108.org 952-467-7144 7
KNOWLEDGE BOWL ADVISOR 7
Taylor Gort tgort@isd108.org 952-467-7136 7
NATIONAL HONOR SOCIETY 7
Chris Ludford cludford@isd108.org 952-467-7128 7
ONE ACT PLAY DIRECTOR 7
Sarah Thomason sthomason@isd108.org 952-467-7025 7
PLAY/MUSICAL DIRECTOR 7
Lauren Scherer lscherer@isd108.org 952-467-7129 7
SPEECH ADVISOR 8
Laura Hanson lhanson@isd108.org 952-467-7181 8
STUDENT COUNCIL 8
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VISION, MISSION STATEMENT & VALUES

Vision:
Ensuring the next generation will identify ways to positively impact our communities.

Mission Statement:
Educate, Inspire, Empower - Every Student, Every Day

Value Definitions:

Community - Collaborating together to share our success and accomplish our goals.

Kindness - Genuine effort to show compassion for others and realize the value and potential of all.

Integrity - Promoting the highest standards of ethical behavior, fairness and honesty with ourselves and others.

Innovation - Discovering creative opportunities and solutions for purposeful improvement.

Relationships - Creating positive connections that last a lifetime.

BOARD OF DIRECTORS 2025-2026

Sara Eischens - Chair
14850 154th Street
Hamburg, MN 55339
Phone:(Home) 952-467-9490
e-mail: seischens@isd108.org

Shelby Erickson - Vice Chair
660 Preserve Blvd.
NYA, MN 55397
Phone:(Cell) 612-619-1502
e-mail: serickson@isd108.org

Emily Perlbachs - Treasurer
427 Park Circle
NYA, MN 55368
Phone:(Cell) 612-298-0808
e-mail: eperlbachs@isd108.org

Josh Kroells - Clerk
531 Morse St
NYA, MN 55368
Phone:(Cell) 952-994-2427
e-mail: jkroells@isd108.org

Tony Bentz
860 Preserve Blvd
NYA, MN 55397
Phone:(Cell) 612-810-1322
e-mail: tbentz@isd108.org

Spencer Kelly
580 Preserve Blvd
NYA, MN 55397
Phone:(Cell) 630-843-1351
e-mail: skelly@isd108.org

Troy Krueger
622 West Elm St
NYA, MN 55368
Phone:(Cell) 952-212-2636
e-mail: tkrueger@isd108.org

ACTIVITIES AND FEES

Students are encouraged to participate in the many extra-curricular activities available at Central Public Schools.

Athletic and Fine Arts participation fees must be paid BEFORE the first day of practice/start of season in order to practice. A refund will be given if the participant quits within the first week of practice.

Athletes must also have a current sports physical on file BEFORE they are allowed to practice with the team. They may attend team meetings, but will not be allowed to participate in practice until the physical is current. Annual Sports Health Questionnaire

Contact Information

Activities Director	Joe Kley	jkley@isd108.org	952-467-7106
Activities Admin. Asst.	Kari Crown	kcrown@isd108.org	952-467-7112

SENIOR HIGH SPORTS

ACTIVITY	HEAD COACH	PARTICIPATION FEE
Football	Chris Goodwin	$175.00
Volleyball	Alex Swanson	$175.00
Boys' & Girls' Cross Country	Mark Lagergren	$175.00
Boys' Soccer (7-12)	Co-op with Sibley East	$175.00
Girls' Soccer (7-12)	Joseph Perez	$175.00
Wrestling (7-12)	Jordan Voigt	$175.00
Boys' Basketball	Keegan Oak	$175.00
Girls' Basketball	Wade Degler	$175.00
Gymnastics (7-12)	Co-op with GSL	$175.00
Girls' Hockey (7-12)	Co-op with Waconia	$175.00
Softball	TBD	$175.00
Baseball	Jon Wroge	$175.00
Boys' & Girls' Track	Jacob Schrupp	$175.00
Golf (7-12)	Jordan Mahrer	$175.00

JUNIOR HIGH SPORTS

Football	Angelo Katasse/Charlie Gove	$100.00
Volleyball	Jon Wroge/Mary Wroge	$100.00
Boys' & Girls' Cross Country	Jordan Mahrer	$100.00
Boys' Basketball	Jon Wroge/Jacob Schrupp	$100.00
Girls' Basketball	Jon Wroge/Jacob Schrupp	$100.00
Softball	Brooke Raether/Shawn Erickson	$100.00
Baseball	Tony Kley/Dave Rauch	$100.00
Boys' & Girls' Track	Ashley Raduenz	$100.00

FINE ARTS AND ORGANIZATIONS

ACTIVITY	HEAD COACH/ADVISOR	PARTICIPATION FEE
FFA	Jim Mesik	$80.00
International Club	TBD	$80.00
Knowledge Bowl	Taylor Gort/BJ DeBoer	$80.00
One-Act Play	Sarah Thomason	$80.00
Play/Musical	Lauren Scherer	$80.00
Robotics	TBD	$100.00
Speech	Laura Hanson	$100.00
Jazz Band	Adam Halpaus	$80.00
Trap Team	Dan Fero	$ TBD
ESports	Tim Schochenmaier	$80.00

Maximum of $700.00 per Family.

ATHLETIC ACTIVITY PASS (Non-Transferable) Sold through Vanco Events Online

- ~~**Students** - Central students grades 7-12 attend for free with student ID~~
- **Single Adult** - $80
- **K - 12 Student** - $40
- ~~**Family Pass** - $250~~

HIGH SCHOOL ACTIVITIES DIRECTORY

BAND
Adam Halpaus ahalpaus@isd108.org 952-467-7143

FFA
Jim Mesik jmesik@isd108.org 952-467-7144

KNOWLEDGE BOWL ADVISOR
Taylor Gort tgort@isd108.org 952-467-7136

NATIONAL HONOR SOCIETY
Chris Ludford cludford@isd108.org 952-467-7128

ONE ACT PLAY DIRECTOR
Sarah Thomason sthomason@isd108.org 952-467-7025

PLAY/MUSICAL DIRECTOR
Lauren Scherer lscherer@isd108.org 952-467-7129

ROBOTICS
~~Lynn Panning lpanning@isd108.org use school office number per Lynn's request~~

SPEECH ADVISOR
Laura Hanson lhanson@isd108.org 952-467-7181

STUDENT COUNCIL
Sarah Hammers shammers@isd108.org 952-467-7127

TRAP TEAM
Dan Fero dandfero@gmail.com 612-490-3364

VOCAL
Jaron Gross jgross@isd108.org 952-467-7209

~~**INTERNATIONAL CLUB**~~
~~Jennifer Schramm jschramm@isd108.org 467-7141~~

~~**PROM ADVISORS**~~
~~Kelly Street kstreet@isd108.org 952-467-7113~~

~~**CORONATION ADVISOR**~~
~~Kelly Street kstreet@isd108.org 952-467-7113~~

~~**SCHOOL YEARBOOK ADVISOR**~~
~~Kelly Street kstreet@isd108.org 952-467-7113~~

~~**Class dues must be paid in order to participate in school activities. (athletics, fine arts, dances, and other co-curricular events)**~~

"C" CLUB CONSTITUTION

PREAMBLE:
We, the athletics of Central, in order to promote athletics within the limits of the school and to establish closer relationship and cooperation among its members do hereby draw up the said "C" Club Constitution.

ARTICLE I – NAME
The name of this organization shall be the Central High School "C" Club.

ARTICLE II – OFFICERS
The advisor will assume all administrative authority.

ARTICLE III – MEETING
The "C" Club shall meet at the administrative authority.

ARTICLE IV – MEMBERSHIP
Every student who has earned a letter or is recognized as a manager in a said sport is duly recognized as a member of the "C" Club.

ARTICLE V – VOTING

Every member may have one vote. A quorum shall consist of 2/3 of the total membership. No voting shall be conducted unless a quorum is present, and a majority of the quorum shall be necessary to pass any issue at hand except amendments.

ARTICLE VI – VETO POWER

The advisor, coaches and administration reserve the right of absolute power of veto over any and all of the activities of "C" Club.

ARTICLE VII – IMPEACHMENT

The "Club" shall have the sole power of impeachment of its members. (2/3 vote)

ARTICLE VIII – POWERS AND DUTIES OF THE "C" CLUB

The power and duties shall be for the betterment of Central High School Athletics.

ARTICLE IX – AWARDS

Section I – Outstanding Senior Athlete Award.

Awards for the outstanding senior male and female athlete have been established.

Points for the Outstanding Athlete Award are earned as follows:

3 points for each letter earned in a Varsity sport (grades 7 - 12)
3 points for each letter earned as Captain (senior year only)
3 points for each letter earned as Manager
5 points for All Conference/All District honor
1 point for All Conference/All District Honorable Mention

- Points are cumulative from grades 9 -12 (thru winter season of senior year)
- Athlete must not have any violations of MSHSL Bylaws
- Tie Breaker:
    - Number of sports participated in;
    - Head coaches vote to end the tie.
- No student may earn points as manager and letter in another sport in the same season.
- Standards of participation for eligibility are determined by the Athletic Director and High School Principal.

Section II – Awards for championships

Patches for jackets can be purchased for letter winners of teams who have completed championship or co-championship seasons in the conference or section tournament play.

Section III – All Conference Honors – by the conference

All-conference awards given to each all-conference selection. In track and wrestling, a like award will be given if the athlete takes first place in the conference meet or tournament meets.

Section IV – Award for Managers

Any award given to a championship team will also be given to the manager(s) of said team. No more than two managers per sport are permitted. Lettering will be determined by the coach.

Section V – Award for Coaches

An award given to a championship team will also be given to the head and assistant coaches of said team.

ARTICLE X – ADVISOR

The advisor shall be selected by the administration.

ARTICLE XI - STANDARDS FOR LETTERING

All decisions regarding lettering procedures are determined by the athletic director, coaches, and administration collectively. The lettering qualifications are:

- **Football** – Played in 1 1⁄2 quarters for each game played – exclusive of section tournament.
- **Volleyball** – Played in ½ of the total games played during the regular season play.
- **Cross Country** – a) Placed among the top twenty runners in 1/3 of all regularly scheduled meets; b) competed at the varsity level in 70% of all of the regularly scheduled meets; or c) are on the varsity team that competes in the Section meet.
- **Soccer -** Played in ½ of the total games played during the regular season play.
- **Basketball** – Boys and Girls - Played in one half for each game played – exclusive of section tournament.
- **Wrestling** – Earned 22 points throughout the entire season, and/or placed in the conference or section tournament.
- **Baseball** – Played in one inning for each game played – exclusive of section tournament.
- **Softball** – Played in one inning for each game played – exclusive of section tournament.
- **Track** – Boys and Girls – a) Placed 1st, 2nd, or 3rd in conference track meet; b) placed 1st, 2nd, 3rd, 4th, or 5th in Subsection meet; or c) placed in 5 meets during the regular season.
- **Cheerleading** – Completed one year of successful cheerleading as determined by the coach.
- **Dance line** – Competed in at least ½ of the seasons scheduled competitions.

**** **Injury Clause** – A letter may be awarded if up to the time of injury the athlete had met the lettering requirements.*

Coaches have the following prerogatives:

- They may letter a senior if they have participated for two years and would not otherwise letter.
- They may letter an athlete on the basis of tournament play.
- They may also letter athletes who they believe have contributed significantly to the success of their program.

ARTICLE XII - LETTERING INELIGIBILITY

No athlete may letter if they violate any MSHSL bylaw during their current season of participation or if not currently participating, the consequence will be applied to their next season of participation.

ARTICLE XIII – AMENDMENTS

Amendments shall be passed by 2/3 of total membership of said organization.

FINE ARTS LETTERING CRITERIA

The Board of Education wishes to encourage high academic performance and participation in fine arts activities by students in School District 108. To recognize the commitment, talent, and skills

exhibited in academic achievement and fine arts participation, the school district shall award a school letter based on established performance criteria.

Senior High students, grades 9-12, shall be eligible for a school letter and for the Presidential Academic Fitness Award for exceptional academic performance.

Senior High students may earn a school letter for fine arts performance in the areas listed below by meeting the given lettering criteria.

No Fine Arts participant may letter if they violate any MSHSL rule on alcohol, tobacco, or drugs during their current season of participation or if not currently participating, the consequence will be applied to their next season of participation.

BAND
Season begins/ends: School Year

Lettering criteria: Students must earn 300 points for the first letter. 250 points for additional bars. Students earn points by performing in concerts, jazz band, pep band, band lessons, summer band lessons, solo & ensemble contest, all-state band, or as an elected officer. What is the point accrual??

Central High School Band (curricular)
* Jazz Band * Honor Band * Pep Band

Students must be enrolled in CHS Band to be eligible to participate in special performances and contests (Solo & Ensemble contests and Large Group Contest) throughout the school year. Students may be chosen to be part of honor bands (Gustavus, Winona, Luther). Students may also audition to play in Minnesota All State Groups, All State Band, Jazz Ensemble or Orchestra.

Practices for Jazz Band - Monday and Wednesday mornings from 7:30 – 8:00.

Several fundraisers are conducted each year to raise money for bi-annual band tours.

"C" CLUB
- ~~Currently Inactive~~

CHOIR
Season begins/ends: School Year

Lettering criteria: Students must earn 200 points for the first letter. 100 points each letter thereafter. Students earn points by performing in concerts, major ensembles, solo and ensemble contests, all-state choir, musicals, accompanists, attending concerts, church or community choirs, set-up and take-down at concerts and lessons. What is the point accrual??

Central High School (curricular)
* Honor Choir * Solo & Ensemble * All State Choir * Dorian Festival * Gustavus Festival

Students must be enrolled in CHS Choir to be eligible to participate in special performances and contests throughout the school year. Students may also audition to participate in contests.

Practice for contests - before or after school.

Three fundraisers are conducted per year for choir trips, tours, and choir activities.

DRAMA
Fall Play/Musical

Season begins/ends: September – November

One-Act Play
Season begins/ends: December - February

Lettering criteria: Students must accumulate a total of 25 points in Drama to achieve their first letter. Each additional letter requires 15 points. Points are awarded based on participation in one of the yearly school sponsored productions. The number of points given per student depends on the role they performed in the show. ***Points can be accumulated from year to year and are cumulative between all drama productions.***

- 10 points - Major Acting Role; Stage Manager
- 8 points - Supporting Role
- 7 points - Assistant Stage Manager
- 6 points - Musician; Crew (includes set, lights, costume etc.)
- 5 points - Minor Role or Chorus
- 4 points - Lights/Sound Board Operator
- 2 points - Refreshments/Tickets/Ushers; if parents help with production

Students must participate in auditions for parts; sign up for crew, etc.

Practices - after school and/or evenings, some Saturdays.

All points awarded are dependent upon attendance at all scheduled rehearsals. **Students who miss more than two rehearsals will lose points.**

FUTURE FARMERS OF AMERICA (FFA)
Season begins/ends: two weeks prior to the end of a given school year and continues until that same time of the next year.

Lettering criteria: FFA members who meet the established active membership criteria relating to meeting attendance, event participation, and service hours will earn an FFA letter. A point system is clearly outlined, including information on the minimum requirements of each category relating to lettering. See FFA advisor for more information on different categories with explanations and lettering requirements.

Purpose of FFA Lettering System:
This system is developed and designed to encourage and award active participation for all FFA members. Ideally, this system will motivate members to be a part of a variety of events and strive to find success in what they do in FFA. This will further help students build skills, experiences, and knowledge for a successful future during and after high school.

INTERNATIONAL CLUB
Season begins/ends: School Year

No letters awarded

This group meets on an as needed basis after school hours to plan projects and activities.
There are fall and spring fundraisers for trips to Europe and language camps.

Students **do not** have to be enrolled in a language class to participate.

KNOWLEDGE BOWL
Season begins/ends: December – April

Lettering criteria: The requirements to earn a letter for high school knowledge bowl are based on participation, cooperation and achievement. 600 points are needed to letter, with points accumulating from year to year.

- 50 points - each meet at which a student serves as a reader, judge or computer operator.
- 10 points - each complete practice attended.
- 1 point - each point scored by the student's team at a high school knowledge bowl meet.

The advisor shall also have the discretion of awarding a letter to any student on a team that advances to state competition. Additional service bars will accumulate on a 600 point basis. No more than 1 letter will be awarded per student per year.

* 5 meets per year * Compete with area schools * Sub-regional meet in April.

Students will miss up to 5 days of classroom instruction.

NATIONAL HONOR SOCIETY
Season begins/ends: School Year and Summer

Lettering criteria: Points are earned by attending meetings and participating in community service and/or school projects throughout the year. Students must be a sophomore or junior to apply and must have a GPA of 3.5 or higher. Points are earned by completing:
- 40 service hours
- Club activities
- Community service projects

* See advisor for a more detailed lettering policy.

Students may not have any MSHSL violations one year prior to application.

If invited, students apply by supplying an activity form, teacher recommendations, community recommendations and written paragraphs on chosen topics. Inductees are voted on by a faculty council.

Various fundraisers are conducted each year.

Meetings are the 1st and 3rd Friday's each month at 7:30 am, otherwise, as needed.

PEERS – NOT CURRENTLY OFFERED
Season begins/ends: School year

10^{th} – 12^{th} Graders

Nine student representatives elected at the onset of sophomore year. Participation in PEERS is a 3-year commitment.

Lettering criteria: will remain flexible each year due to changes in activity level and focus of the group. Points are earned by:
1. PEERS must attend 80% of mods.
2. Attend both 7^{th} grade courage retreat and the 9^{th} grade respect retreat.
3. Participate in at least 80% of classroom activities and retreat follow up activities.
4. Involvement in at least two chemical health week activities and one national smoke-out activity.
5. Involvement in Pledge Against Gun Violence, Seat-Belt Checks, Random Acts of Kindness.

PEERS are a diverse student elected group with the direct purpose in mind to serve the student body. PEERS were founded to help foster a positive non-judgmental and safe environment for Central Students. Each year PEERS sponsors Chemical Health Week. Seventh Grade Courage

Retreat, Ninth Grade Respect Retreat, as well as educating students about seat belt use, non-violence, and positive decision making.

PEERS must agree on a higher standard of behavior than that stated in the Minnesota State High School League rules. All PEERS sign an agreement to abstain from chemical use and other illegal activities and forfeit involvement and lettering possibilities if they admit wrongdoing.

Two mod meetings/month, plus activities.

ROBOTICS – Team number 5626
Season begins/ends: _____

The mission of our FIRST Robotics program is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership. The purpose of this lettering system is to encourage and award active participation in the robotics program while helping students collaborate with their peers to work towards a common goal.

Lettering Criteria:

- Attend all mandatory team meetings.
- Attend the FIRST Robotics Kickoff Event.
- Participate in a minimum of 80 percent of team practices/builds.
- Full attendance at all regional and/or state competitions is required.
- Students are expected to maintain passing grades in all classes and are subject to the Central Public Schools Academic Eligibility Policy.
- Excused absences must be communicated with the FIRST Robotics advisor prior to a student missing the scheduled event.
- Student behavior must exhibit a positive character, with students receiving no MSHSL or code of conduct violations.

An Override of any requirement may be made at the advisor's discretion in emergency situations, including but not limited to, severe illness, death in a family or extreme financial hardship or other absences deemed "excused."

SPEECH
Season begins/ends: Jan - April

Lettering criteria:

- Attend and perform at the Team Dress Rehearsal, the Section Meet, and the Speech Friends and Family Night.
- Attend and perform at 80% of the scheduled High School Speech Meets.
- Earn 175 lettering points.
- Lettering points may be earned in the following ways:
    - 5 Points (each time) - practicing with Mrs. Hanson, practicing at a Captain's practice, competing at Meets, being the "Speechie of the Meet"
    - 5 points (each friend) - bringing a friend to the Speech Category Mash up. If the friend becomes a competing speech member, an extra 10 points will be added.
    - 3 points (each time) - Leading Team Warm Ups
    - 25 points - being voted and performing the duties of captain
    - Placing at meets:
        - 1st place = 10 points
        - 2nd place = 9 points
        - 3rd place = 8 points
        - 4th place = 7 points

5th place = 6 points
6th place = 5 points
Honorable mention = 3 points

STUDENT COUNCIL
Season begins/ends: School Year

Lettering criteria:
- Attend Meetings
- Co-Chair two events and help with other projects throughout the year. New Student Orientation
- New Student Orientation
- Monthly Assignments

**See advisor for possible projects and specific lettering criteria.

TRAP TEAM
Season begins/ends: _____

Qualifications and Requirements Lettering criteria
- Athletes must be a student in grades 7-12. If you are in the program for three years you will receive a letter after the 9th grade season as long as you were in it your 7th, 8th, and 9th grade seasons.
- Athlete must abide by ISD #108 and the Minnesota State High School Clay Target League activity requirements. Athletes must also adhere to all school district rules, policies and requirements concerning student activities including but not limited to attendance, conduct, scholastic standing and other eligibility requirements.
- Athletes must average 19 or more points per round in competition play at the end of the season.
- Athletes must not miss any competition weeks during the season.
- Athletes that shoot 25 straight at any conference or state meet.
- Athlete that is a member of a team that wins a State Championship at any level.
- Athletes that participate in the club for three or more years.
- Athletes that letter through trapshooting will not be eligible for the athlete of the year award.

If a student athlete fails to adhere to the qualifications and requirement for lettering, the athlete forfeits the right to letter for that season.

YEARBOOK
Season begins/ends: School Year

Lettering criteria: 250 points needed to letter. Points earned by:
- 100 points - Editor
- 50 points - attend Staff WIN times, write stories and captions, take pictures at school events

Students produce a hardbound 100+ page book of photos and stories from the school year. No experience is needed. Photography or writing abilities are a plus. Must be able to meet deadlines.

ACADEMIC LETTERING CRITERIA

In order to promote academic excellence and to recognize those students who have demonstrated superior academic achievement, District 108 has developed the following Academic Lettering Policy.

Lettering criteria:

- Grades 9 – 12 eligible.
- Students in grades 9, 10, & 11 must maintain a grade point average of 3.67 or above for both semesters. Academic letters are distributed at the start of the following school year.
- Senior academic letters are awarded based on an average of semester 1 grades and "in progress" grades at the time of the awards ceremony.
- Students will receive a chenille letter and gold bar for their first award; students will receive gold bars for additional awards.
- Students in grades 9 – 11 must be enrolled in a minimum of six (6) classes. Seniors must earn a minimum of 5.5 credits.
- Students will not have any "D" or "F" grades for any quarter.

SELECTION POLICY FOR VARSITY AND B TEAMS

A. RESPONSIBILITY:

- Choosing the members of athletic squads is the responsibility of the coaches of those squads.
- Prior to trying out, the coach shall provide the following information to all candidates to the team:
    - extent of try-out
    - criteria used to select the team
    - number to be selected
    - practice commitment if they make the team
    - game commitments

B. PROCEDURE:

- When a squad number is limited, the process will include three important elements. Each candidate shall:
    - Have an opportunity to participate in a minimum of (5) practices.
    - Have performed in at least one intra-squad scrimmage/game/session.
    - Be personally informed of the reason why the candidate was not chosen by the coach.
    - Candidates not chosen for the squad will NOT BE POSTED.
    - Participation fees collected from athletes will be fully refunded to those not selected.
    - Athletes not selected to the squads will not be allowed to practice due to space.
    - Athletes not selected will be encouraged to be a part of the team through management positions.
    - Coaches will discuss alternative possibilities for participation in the sport, or other areas in the activities program.

PLAYER/PLAYING PRIVILEGES

PLAYING TIME:

- Game/activity participation is a privilege not a right.
- The amount of playing time is at the discretion of the coach/advisor.
- Playing time is earned and determined based on performance and attitude in practice.
- Paying your activity fee merely secures your opportunity to practice. It does not ensure that you will play.

CAPTAINS/OFFICERS/AWARDS ELIGIBILITY

CAPTAINS AND OFFICERS

- If a current captain or officer gets a MSHSL infraction/violation or becomes academically ineligible that student will be relieved of his/her duties and position as a captain or officer.
- If a student gets his/her second MSHSL infraction/violation, the student is no longer eligible to serve as a captain or officer of any organization.
- Coaches may impose stiffer consequences for their individual programs.

AWARDS

- If a student has a MSHSL infraction/violation for alcohol, tobacco, or drugs, he/she is not eligible to receive an all-conference award during the season of participation in which the

infraction/violation occurred or if not currently participating, this consequence will apply to the next season of participation.
    - Exception: A student who wins a Conference Cross Country Meet, Conference Wrestling Meet, or Conference Track Meet
- If a student has a MSHSL infraction/violation for alcohol, tobacco, or drugs, he/she is not eligible to receive any local team awards during the season of participation in which the infraction/violation occurred or if not currently participating, this consequence will apply to the next season of participation.
- Lettering policies are listed in the C-Club Constitution (for students who have a MSHSL infraction/violation).
- Activity seasons end at the conclusion of the individual Activity Award program/banquet or at the conclusion of the MSHSL Tournament (whichever is later)

PARENT RESPONSIBILITIES

Parents are expected to encourage their sons/daughters to perform to the best of their abilities both athletically and academically. They should be a source of support for the student athlete and the program in which they are participating.

We would like all of our parents to be role models for our student athletes and set a good example for all of our students at Central Middle/High School. As such, they will exemplify good attitudes by treating all players, coaches, fans, officials and other parents with respect and dignity. Parents must insist that athletes abide by rules established by the coach, the school district, Section 2A and the Minnesota State High School League.

Parents should be positive in support of their own team and recognize the achievements of the opposing team. Vulgar, racial, derogatory or disparaging remarks are NEVER appropriate. Parents should allow their athletes to enjoy the benefits of competition, remembering that not everyone can be the star, be on the first team, or have equal playing time.

Any acts of misconduct may result in disciplinary action whether or not this misconduct is directly involved with a school event or activity. The Minnesota State High School League's Code of Responsibility allows school authorities to discipline spectators for violation of MSHSL, Section 2A, and/or local school rules. Disciplinary action may include removal from a contest and/or permanent removal from MSHSL or Central School sponsored events.

STUDENT RECORDS

PROTECTION AND PRIVACY OF PUPIL RECORDS

The school district recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

DIRECTORY INFORMATION

"Directory information" includes the following information relating to a student: the student's name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

- The information listed above shall be public information which the school district may disclose from the education records of a student.

- Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.
- In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal by October 1 of the current school year. Call the high school office for a "Right of Refusal" form. This written request must include the following information:
- Name of student;
- Home address;
- School presently attended by student;
- Parent legal relationship to student, if applicable;
- Specific category or categories of directory information which is not to be made public without the parent or eligible student's prior written consent.

MILITARY RECRUITER ACCESS TO STUDENT DATA

Minnesota law now requires schools to release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12 within 60 days after the date requested, UNLESS the parents have refused to release this data to military recruiting offices after receiving this notice.

Parents of 11th and 12th grade students have the right to refuse to release this information. In order to deny release of information, parents must make a written request of refusal to the principal by October 1 of the current school year. Call the high school office for a "Right of Refusal" form.

COMMUNICATIONS

PARENT MEETINGS

- Each season (fall, winter, spring), coaches/advisors may have a parents' meeting with recommended attendance by the parent(s)/guardian(s) and the participant(s) – one for the season's athletic events and one for the season's fine arts events.
- If parent(s)/guardian(s) are unable to attend the scheduled meeting, it will be the responsibility of the parent(s)/guardian(s) to contact the coaches/advisors to receive any necessary handouts/information.

Add section regarding ongoing communications??? rSchool notification, Remind/coach apps, etc.??

EXPECTATIONS OF COACHES, PARENTS, OFFICIALS, AND PARTICIPANTS

- Participants play
- Coaches coach
- Officials officiate
- Parents support participants, coaches, and officials.

GUIDELINES FOR CONCERNS REGARDING SPORTS/FINE ARTS ACTIVITY PROGRAMS

GENERAL INFORMATION:

- As coaches/advisors we are professionals and are expected to conduct ourselves in a professional manner.
- We cannot promise that all of your concerns can be resolved to your liking, but we can promise that we will listen to your concerns and respond to the best of our ability.
- In order for our programs to be successful we must all work together – parent, coach, and participant.
- We all want to do what is best for each individual student-athlete whenever possible.

- As coaches/advisors we care a great deal about your son or daughter and want to contribute to their individual development in a positive way.

HOW TO HANDLE A PROBLEM OR CONCERN:
If a conflict does arise, these are the proper channels to follow to resolve the question or area of concern:

- Player talks to coach
- Parent talk to coach
- Contact Mr. Kley at (952) 467-7106.
- Parents are not to approach a coach with a complaint after an activity. If you want to speak with school personnel, call the next school day.

GUIDELINES FOR CONTACTING COACHES:

- When participants need to talk to their coach or advisor, after practice is best, or set up a time to talk with the coach (maybe during school the following day).
- Other than to request a meeting or to ask that the coach call you, do not approach the coach in a public setting. This can put both of you in a difficult position.
- It is best to first call (or write) the coach. If a personal meeting is desired this can be requested. Calling first will allow such a meeting to be scheduled in a private setting and at an appropriate time.
- If possible, call the coach at school during the day. If the coach cannot be reached, leave a message for him/her – through the office at the high school. The coach will then return the call.
- At the coach's request, the Athletic Director's involvement may be needed before any personal meeting will be set up with a parent.

BEHAVIOR

DETENTION

- If a student is assigned detention, he/she will serve assigned detention before going to practice.
- Students will be expected to go to practice following detention.
- Coach and/or High School Principal will determine consequences if a student fails to serve detention, up to and including missing events.
- Any student athlete or fine arts participant who does not make up detention when assigned, will be in violation of the "Student Code of Responsibilities" and subject to additional consequences.

ATTENDANCE

- A student must be in school for the entire day to be eligible for that day's event or practice unless a student receives a one-day prior approval by the principal for a medical, dental, or legal appointment or a college visit. This rule includes the lunch period.
    - Exception: If a student notifies the office on the day of appointment, the student must bring back written documentation from the place of the appointment.
    - Example: Appointment card with time, date, and signature of office personnel.
- An unexcused absence is defined as missing 15 minutes or more of a class without a valid excuse.
- No student athletes will be excused from school to run home and get any items needed for practice or event that same evening without permission of the principal or principal's designee.

ACADEMICS

Academic achievement and extra-curricular activity participation go hand in hand to promote the educational growth of each student. Whenever there is a question of priority, however, we at Central High School believe that academics should take precedence. For this reason and to

encourage student achievement in both curricular and extra-curricular areas, the following academic standards and eligibility guidelines have been established:

In order to be academically eligible for extra-curricular events sponsored by the Minnesota State High School League; in addition, FFA, Knowledge Bowl and the Fall Play/Musical:

- As it relates to grades, a student must have no failing grades in any class at the end of each grading period ~~(quarter in Middle School/semester in High School)~~ in order to be eligible to participate. Following confirmation of an academic violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season ***in the next grading period***, for which the student is a participant, whichever is greater. Students with Individual Education Plans (IEPs) who are meeting goals and objectives of their program will be eligible to participate in any and all activities.
  Exceptions
  - Due to shortened length of Football, Knowledge Bowl, Speech, and FFA seasons and the number of games/events, the academic violation consequence will be one week or one event whichever is greater
  - Wrestling triangular or tournament will serve as 2 events.
- Throughout the term, a student must maintain passing grades (D- or above) in all his/her courses.
- Grades will be checked bi-weekly. Any student with a failing grade will have one week to raise it. A failing grade beyond one week will result in loss of eligibility for all events until the grade is raised to a passing level.
- Students must participate and be in good standings the entire season to fulfill academic and MSHSL violations.
- Any student that has an academic or MSHSL violation is not eligible to leave early with their team.

MSHSL RULES

- All MSHSL rules are the minimum standards of behavior to be abided by CHS students.
- Additions to the MSHSL rules have been adopted by the I.S.D. #108 Board of Education.

GUILTY BY ASSOCIATION

Guilt by Association means a student remains in the presence of another high school student who is using, consuming, or has possession of a beverage containing alcohol or who is using, consuming, has possession of, is buying, selling, or giving away any controlled substance. The Guilt by Association Policy is in effect for all students in grades 7-12 during the entire calendar year.

- After confirmation of the first violation the student and parent will be contacted and receive a letter documenting the incident (warning clause).
- After confirmation of the second violation and no violation under the MSHSL Policy, the penalty is step one under MSHSL penalties (two weeks or two events - whichever is longer).

ATHLETIC/FINE ARTS ELIGIBILITY

STUDENT CODE OF RESPONSIBILITIES

Some years ago, principals were given significant authority to discipline students involved in High School League activities. League rules create minimum penalties for violations of the rules established by its board. A general catch-all provision was drafted giving principals additional authority.

Students are governed by six responsibilities. These are:

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.

- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the rights and property of others.
- I will respect and obey the rules of my school and the laws of my community, state and country.
- Assault on any person will not be condoned by the League and will be dealt with by the school administration and the local authorities.

"Any allegation of sexual, racial, religious harassment violence and/or hazing may also constitute a violation of the Student Code of Responsibilities."

The section contains a significant penalty, more severe than those contained in League rules. The penalty provision states: "A student who is dismissed or who violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time **as determined by the school principal**, acting on the authority of the local board of education. The League specifically recognizes by this policy that certain conduct requires penalties that may exceed those penalties typically imposed for first violations." All Code of Responsibilities violations are appealable to the Superintendent of the school.

Note that the penalty creates two classes of students. One who is "dismissed" and "one who violates the Student Code of Responsibilities." Dismissal refers to suspension or expulsion as those terms are used in the Pupil Fair Dismissal Act. The second category refers to violations of the "responsibilities" in the code. Under this provision principals can remove students from athletic and fine arts participation for any appropriate length of time for misbehavior. **CENTRAL HIGH SCHOOL HAS ADOPTED THESE STUDENT RESPONSIBILITIES FOR ALL MSHSL AND NON-MSHSL ACTIVITIES.**

The following local rules have priority over MSHSL rules that cover the same area. When local rules do not exist to cover an area, the MSHSL rules apply. The consequences for rules are those of the MSHSL, except where specifically noted.

BYLAW 205.00 CHEMICAL ELIGIBILITY Cross Reference: Bylaw 304.2 ("Denial Penalty")

- At any time during the calendar year, a student shall not, regardless of the quantity:
    - use or consume, have in possession a beverage containing alcohol;
    - use or consume, have in possession tobacco; or,
    - use or consume, have in possession, buy, sell or give away any other controlled substance or drug paraphernalia.
    - use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals.

"Tobacco products" means; any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product.

    - Use or consume, have in possession, buy, sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substances or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substance addressed by Minnesota or Federal Law.

- If a student/athlete finds themselves in a setting where alcohol or other controlled substances are being used he/she is expected to leave the setting in a safe and timely manner.

- The following circumstances are specific exceptions to the above rules:
    - Attendance at a home gathering with parents/guardians present where alcohol is being used but the student is not using or possessing.
    - Attendance at a celebration (wedding dance, graduation, etc.) where alcohol is being used but the student and other minors are not using or possessing.
    - Attendance at an eating or recreational establishment where alcohol is served, but the student or any other minors in attendance are not using or possessing (except as a part of lawful employment).
    - Attendance at a county fair, city, county, or state celebration in which alcohol is being served, but the student is not using or possessing.
    - Public and private dances other than those that are in conjunction with b and d above are not exceptions to the rule at any time during the calendar year unless parents/guardians are present and the student is not using or possessing.

- These rules are in effect the entire calendar year. There is no summer time off.

CATEGORY I ACTIVITIES INCLUDE ALL MSHSL SPONSORED ACTIVITIES

Consequences

- ***1st offense (if in attendance but not using)*** - warning with parental notification
- **1st offense - (if possessing or using or 2nd offense if in attendance)** - 2 weeks or 2 events, whichever is greater.
- **2nd offense** - 3 weeks or 6 events, whichever is greater.
- ***3rd and any subsequent offenses*** - 4 weeks or 12 events, whichever is greater and referral for assessment for possible chemical abuse or misuse.
    - After the 3rd and subsequent offenses, the student must complete a drug/alcohol treatment program before becoming eligible to participate in any school activities.

CATEGORY II ACTIVITIES APPLY TO FALL PLAY/MUSICAL

- Each member school shall develop penalties that it will apply to the participants in these activities.
- Penalties shall be cumulative beginning with and throughout the student's participation in a high school activity.
    - 1st Offense: After confirmation of the violation, the parent or guardian will be notified, and the student will participate in a formalized counseling program. In order to regain eligibility, the counseling program must be successfully in progress or completed. The students will lose one-fourth of the required letter points in each Fine Arts activity. Refusal to serve a Category II penalty would invoke a Category I penalty.
    - 2nd and 3rd Offense: After confirmation of the 2nd and 3rd violations, the student will be removed from the contest event which least affects the other students in the performance.
    - 4th and Subsequent Offenses: After confirmation of the fourth or subsequent violations, The student shall lose eligibility for the next two MSHSL events in which he/she is currently involved.
- The penalty should affect only the student involved if at all possible. The Drama Director in consultation with the High School Principal will determine appropriate consequences. If no consensus is reached, the student will be removed from the next MSHSL activity. The student will reenter a counseling program. The student will lose one-fourth of the required letter points.
- Some squads, teams, or organizations may have rules and regulations specific to their activity that may exceed those identified in this handbook.

HAZING POLICY

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- This policy applies to behavior that occurs on or off school property and during and after school hours.
- A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.
- Engaging in any behavior which constitutes "hazing" is a violation of this school discipline policy and may subject the student to discipline including suspension and expulsion. Regardless of any provision in this policy to the contrary, a student may be subject to a suspension of up to 10 days or expulsion for violation of any provision in the policy.

III. DEFINITIONS

- "Hazing" means doing something or making another student do something that creates a risk of harm to a student in order for the student to be initiated into or affiliated with a student organization. Hazing is a violation of school policy regardless of time or place it occurs.
    - Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
    - Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
    - Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
    - Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
- Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
- Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

- Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- The school district may take immediate steps, as its discretion, to protect the complainant, mreporter, students, or others pending completion of an investigation of hazing.
- Upon completion of the investigation, the school district will take appropriate action.
- Such action may include, but is not limited to, warning, suspension, exclusion, transfer, remediation, termination or discharge.
- Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior.
- School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. DISSEMINATION OF POLICY

(NOTE: Proper reference should be made to the appropriate handbooks in each school district).
This policy shall appear in each school's student handbook and in each school's Building and Staff Handbooks.

Legal References: Minn. Stat. 127.465 (Hazing Policy)
Minn. Stat. 127.26 to 127.39 (Pupil Fair Dismissal Act)

Cross Reference: MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)

HARASSMENT AND VIOLENCE POLICY

I. PURPOSE

The purpose of this policy is to maintain learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

- It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.
- It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district).
- It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

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:

- 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
- 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 that conduct or communication that has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may include but is not limited to:

- sexting: (See definition on page 40).
- unwelcome verbal harassment or abuse;
- unwelcome pressure for sexual activity;
- unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- unwelcome behavior or words directed at an individual because of gender.

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;

- has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- otherwise adversely affects an individual's employment or academic opportunities.

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

- has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- otherwise adversely affects an individual's employment or academic opportunities.

Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another'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:

- touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- coercing, forcing or attempting to coerce or force sexual intercourse or a

sexual act on another; or threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

Religious violence is a physical act of affection or assault upon another because of, or in a manner reasonably related to, religion.

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

IV. REPORTING PROCEDURES

Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged act immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.

In Each School Building - The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.

Upon receipt of a report, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not

insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

In the District - The school board hereby designates the superintendent as the school district human rights officer(s) to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

- The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- Use of formal reporting forms is not mandatory.
- The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

V. INVESTIGATION

By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

The investigation may consist of personal interviews with the complainant, 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.

In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the 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.

In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.

The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action

may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

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 Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn.
    - Stat. 626.556 may be applicable.
- Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- This policy shall appear in the student handbook.
- The school district will develop a method of discussing this policy with students and employees.
- This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References:	Minn. Stat. 127.46 (Sexual, Religious and Racial Harassment & Violence Policy) Minn. Stat. Ch. 363 (Minnesota Human Rights Act) Minn. Stat. 626.556 et seq. (Reporting of Maltreatment of Minors)
Cross References:	MSBA Model Policy 102 (Equal Educational Opportunity) MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees) MSBA Model Policy 406 (Public and Private Personnel Data) MSBA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

HARASSMENT AND VIOLENCE CONSEQUENCES

Norwood Young America School District #108 will impose the following consequences for violations of the Harassment and Violence Policy. These consequences may include but are not limited to the following:

First Offense:

- Verbal and/or written warning with parent notification

- Student/Parent/Administration Conference
- 1-3 day out of school suspension

Second Offense:
- Student/Parent/Administration Conference
- 2-5 day out of school suspension
- Counseling with school personnel or outside resources
- Will be reported to Sheriff's Department or Social Services
- Harassment education through School Support Services Department

Third Offense:
- Student/Parent/Administration Conference
- 5-10 day out of school suspension
- Counseling by School Support Services Personnel

Fourth Offense:
- Recommendation for Expulsion

HOMECOMING ELIGIBILITY POLICY

- Any student, who receives a MSHSL violation during their sophomore, junior, or senior year will not be eligible to serve as a member of the Homecoming Royalty or to participate as a "Master of Ceremonies" during their sophomore, junior, or senior year.
- Any student, who receives a MSHSL violation during their freshman year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman, sophomore, or junior year but would be eligible to participate during their senior year.
- Any student, who receives a MSHSL violation during their 8th grade year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman and sophomore year but would be eligible to participate during their junior and senior year.
- Any student with two or more MSHSL violations will not be allowed to serve as a member of the Homecoming Royalty or "Master of Ceremonies" speaker

PHILOSOPHY AND CODE OF SPORTSMANSHIP

PHILOSOPHY
- We believe that students will learn important lessons from making the effort to be successful in extra-curricular programs, which cannot be learned in a classroom setting.
- Participating in extra-curricular activities at CHS is a privilege not a right.

CODE OF SPORTSMANSHIP
All CHS/CMS extra-curricular participants will:
- Show respect for all home and visiting coaches, officials, fans, and players.
- Respect the property of others.
- Respect and obey the rules of CHS, the MSHSL, and host schools.
- Show respect to those who are responsible for enforcing the rules of CHS, the MSHSL, and host schools.
- Display a thorough knowledge of the rules of his/her event.
- Will be fully responsible for his/her own actions and the consequences of his/her actions.
- Remember that an extra-curricular game/event is only a game/event – not a matter of life or death for player, coach, school, fan, or community.

2025- 2026 ACTIVITIES ONLINE REGISTRATION

Registration is **online only** for grades 7-12 activities and athletics. All required documentation to sign electronically per the Minnesota State High School League and Central Schools can be found at:

https://isd108.revtrak.net/

Online Registration Steps:
- To get registered for athletics please complete the following steps! To get started, you can go to our Central Public Schools website (https://www.isd108.org/) and click on the payment portal at the top right of the page or you can go to our district's RevTrak Web Store (isd108.revtrak.net).

1. On the top right of the screen you will see an "Athletics" button. If you click on this button it will bring you to a second page where you can see all of the activities offerings at Central. Simply click on the sport that you want to register for!

2. Please fill out all of the information on the registration forms. We realize that this can be a lot of information for you to fill out, but this form meets all of the MSHSL requirements and more.

3. When you have finished up the forms please click on the "Add to Cart" button located at the bottom of the page and finish the checkout process. If everything goes through you should see a receipt and get a confirmation email from RevTrak.

- If you are registered but have not seen your fees come through yet you need to add your student under the student fees tab. To do so, please follow these instructions.

To get started, just follow these simple steps:
1. Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student".

2. You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

- The Activities Assistant will review all submissions and verify sports physicals on file. Then they will assign fees to be paid.

TRANSPORTATION AND SCHOOL ACTIVITIES POLICY

"School activities begin and end at school."

The Norwood Young America Schools is aware of its responsibility to provide safe transportation for student groups that represent the school at activities in other communities. In this regard, the principle "school activities begin and end at school" will be followed. Participating students shall be required to ride both to and from out of town activities using school provided transportation. This policy also applies to activities at the Norwood Sports Complex.

An exception to this policy may be permitted by providing a Release Form completed online with registration and signed by the parent. With completed online registration, a parent or legal guardian may request that they be permitted to drive their son/daughter to and/or from the activity.

Release Form (Included on the Activities Registration website)

☑ I hereby request that my student named above, be permitted to ride with me to and/or, from Central Schools to any games or activities for the 2025-2026 school year.

☑ I hereby warrant and covenant that I will defend, identify, and save the school district and its employees harmless from any or all actions, suits, claims, damages, judgment, and executions or other forms of liability, liquidated, or unliquidated, which any person may have or claims to have, now or in the future, arising out of or by reason of my transporting my student to and/or from this activity.

Students who do not adhere to this policy will be subjected to the following consequence:

Ineligible for the next scheduled event. If infraction takes place at the last event, students will be suspended for one day. In addition, if the driver is one of our students, the driver will also be suspended for one day.

WRIGHT COUNTY CONFERENCE ATHLETIC AND FINE ARTS SPORTSMANSHIP POLICY

I. PROGRAM GOALS/EXPECTATIONS:

It is the vision of the Wright County Conference Schools to call upon the school community of: teachers, coaches, students, parents and directors of music, speech, debate and drama; to strive for sportsmanship in everything they do by teaching the values, long thought inherent in interscholastic activities. The Wright County Conference views this policy as an effort to instill: values, personal responsibility, good sportsmanship and good citizenship in our students, coaches, and fans. It is the belief of the Wright County Conference Schools that students can believe in and live by the values of: dignity, respect, equity, fairness, scholarship and sportsmanship.

The expectations of the Wright County Conference are to provide an environment where:

- Coaches lead by example through respect of officials and acceptance of the outcome of the event, without criticism.
- Spectators support the efforts of their team through attendance at events and avoid abusive sideline coaching and criticism of game officials.
- Students demonstrate the model of sportsmanship whether completing or being a spectator.

II. TARGET AUDIENCE:

The Sportsmanship Policy of the Wright County Conference Schools is aimed at our students, coaches, parents, and fans. Through on-going sportsmanship programs and activities, the Wright County Conference will present its policy throughout the communities of the W.C.C.

III. SPORTSMANSHIP COMMITTEE MEMBERSHIP:

The Wright County Conference Schools will form an WCC Advisor Sportsmanship Committee consisting of the WCC athletic directors.

It shall be the duty of the committee to revise the Sportsmanship Policy and promote school sponsored programs that encourage sportsmanship at the Wright County Conference Schools.

IV. THE WRIGHT COUNTY CONFERENCE SPORTSMANSHIP RESOLUTION

Recognizing that participation in interscholastic activities is a privilege, the Wright County Conference requires that conduct of student participants be exemplary at all times. Participants are representatives of the Wright County Conference and their school and must conduct themselves appropriately both while in school and out of school. Student participants who violate this policy are subject to being removed from the activity at the discretion of the coach, athletic director, or building principal.

The building principal, with input from coaches, parents, teachers and students shall develop rules or conduct codes for all participants consistent with this policy and the rules adopted by the Minnesota State High School League. These rules should contain a notice to participants that failure to abide by them could result in removal from the activity. The rules and conduct codes shall be reviewed by the building principal and the athletic director periodically and presented to the school board.

V. CODE OF CONDUCT

SCHOOL BOARD –

- Adopt policies/resolutions that promote the ideals of good sportsmanship, ethics, and integrity.
- Serve as positive role models and expect the same from parents, fans, participants, coaches, and other school personnel.
- Support and reward participants, coaches, school administrators and fans that display good sportsmanship.
- Recognize the value of school activities as a vital part of education.
- Attend and enjoy school activities.

SCHOOL ADMINISTRATORS –

- Develop a program for teaching and promoting sportsmanship.
- Provide appropriate supervisory personnel for each interscholastic event.
- Support participants, coaches and fans that teach and display good sportsmanship.
- Recognize exemplary behavior and actively discourage undesirable conduct by participants, coaches and fans.
- Attend events whenever possible and function as a model of good sportsmanship.

COACHES –

- Follow the rules of the sport during the progress of the contest.
- Accept the decisions of contest officials and show respect for those decisions.
- Avoid unsports-like gestures or language.
- Display modesty in victory and graciousness in defeat.
- Avoid excessive public display of criticism in front of participants or spectators.
- Teach sportsmanship and reward players that are good sports.
- Avoid any contact with officials immediately following games.

STUDENT ATHLETES –

- Show respect for opponents by shaking hands with them.
- Accept the decisions of the contest officials.
- Avoid unsports-like gestures or language.
- Display modesty in victory and graciousness in defeat.
- Learn the rules of the games.

- Show respect for opposing coaches, players and fans.

SPECTATORS –
- Take part in cheers with the cheerleaders and applaud good performances.
- Work cooperatively with contest officials and supervisors in keeping order.
- Refrain from crowd booing, foot stomping or making negative comments about officials or participants.
- Stay off the playing floor or contest area at all times.
- Show respect for public property.
- Show respect for the coach's decisions during and after games.
- Be positive and refrain from negative comments.

CHEERLEADERS –
- Use discretion in selecting the time to cheer.
- Encourage support for any injured participant.
- Show respect for opposing cheerleaders.
- Learn the rules of the game.
- Lead positive cheers, which praise your team without antagonizing the opponent.
- Encourage a positive crowd alternative when booing or inappropriate chants begin by starting a popular cheer.

BANDS –
- Choose appropriate music and time for performing.
- Show respect at all times for officials, opponents and spectators.
- Stay off the playing floor or contest area at all times.

OFFICIALS –
- Accept your role in an unassuming manner.
- Maintain confidence and poise, controlling the contest from start to finish.
- Know the rules of the game thoroughly and abide by the established Code of Ethics.
- Publicly shake hands with coaches or both teams before the contest.
- Never exhibit emotions or argue with participants and coaches when enforcing rules.
- When watching a game as a spectator, give the officials the same respect you expect to receive when working a contest.
- Be prompt for all coaches.

MEDIA –
- Report act of sports-like behavior without giving undue publicity to unsports-like conduct.
- Refrain from making negative comments toward participants, coaches or contest officials.
- Recognize the efforts of all who participate in the contest.
- Report facts without demonstrating partiality to either team.
- Film and report from school designated areas.

VI. CODE OF ETHICS:

COACH –

A coach will be in violation of the standards or good sports established by the Minnesota State High School League by:
- Making degrading or critical remarks about officials during or after a contest either on the field of play from the bench or through any public news media.
- Arguing with officials or going through motions indicating dislike/destain for a decision.

- Detaining the officials following the contest to request a ruling or explanation of actions taken by the official.
- Being ejected from any contest.

PLAYERS –

As a student participant of the Wright County Conference interscholastic activities, I understand and accept the following responsibilities:

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the property of others.
- I will respect and obey the rules of the Wright County Conference and the laws of my community, state and country.
- I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.
- I will show respect for the calls of the officials and refrain from any actions or comments, which are disrespectful.

CONSEQUENCES FOR ACTS OF MISCONDUCT -

Acts of misconduct will be dealt with on an individual basis. Depending on the severity of the misconduct; players, coaches, and spectators could:

- Receive oral reprimands.
- Be asked to leave the event.
- Be removed from the playing event.
- Serve a one game suspension or more.
- Further legal ramifications could apply to personal behavior deemed inappropriate.

~~***VII. PROMOTION STRATEGIES***~~

~~**IDEAS FOR PROMOTING THE "GOOD SPORT PROGRAM" ????**~~

~~Throughout the school year, the Sportsmanship Committee will establish ideas for promoting the "Good Sport Program" at the Wright County Conference. The "Good Sport Program" at the Wright County Conference will include, but not limited to the following:~~

~~● Creation of a "warning ticket" to hand to those who exhibit poor sportsmanship in the stands.~~

~~● Development of a speaker's bureau: Administrators and coaches and selected student athletes could talk with local adult civic organizations about the "Be a Good Sport" campaign. Student athletes could deliver talks to students in the junior high and elementary schools to stress good sportsmanship.~~

~~● Have the school board develop a policy that stresses that attendance at an athletic event is a privilege, and that inappropriate behavior by any party will be dealt with appropriately.~~

~~● Send local media press releases stating that the Wright County Conference has joined the "Be A Good Sport" campaign to promote food sportsmanship.~~

~~● Use the "Be A Good Sport" logo and ads in the Wright County Conference publications.~~

~~● Create banners and posters that convey the messages of good sportsmanship and welcome opponents to the Wright County Conference.~~

~~● If the Wright County Conference and its spectators and athletes receive good sportsmanship from opponents, write letters to the principal or athletic director of that school. The end result is that both parties are encouraged to practice good sportsmanship.~~

~~● Have the Wright County Conference public address announcer read a pregame statement encouraging sportsmanship and proper respect for the opponents and game officials.~~

~~**REWARDS FOR GOOD SPORTS BEHAVIOR –**~~

~~Throughout the school year, the Sportsmanship Committee will establish ideas for rewarding sportsmanship at the Wright County Conference. The "Good Sport Program" at the Wright County Conference will include, but not limited to the following:~~

~~● Have administrators, coaches and cheerleaders note examples of good sportsmanship. Those individuals will be recognized in a "Good Sport Recognition" program.~~

~~● Handout sportsmanship rewards at home events.~~

VIII. ***EVALUATION PROCEDURES:***

During the course of the school year, the Wright County Conference will evaluate the effectiveness of our sportsmanship program. Things to evaluate will include:

- Promotional activities.
- Team and fan behavior.
- School procedures to handle conflicts.
- Recognition programs to reward good sports behavior.
- Crowd control plans.

STUDENT DATA SPECIALIST CONTRACT

CENTRAL PUBLIC SCHOOLS

This agreement is made and entered into by and between Independent School District No. 108, Norwood Young America, Minnesota, hereinafter referred to as the School Board, and Kelli Perlich during the duration of this Agreement.

I. Basic Service:

The employee shall perform the services prescribed by the School Board whether or not such services are specifically described in this contract or in a general job description, abide by the rules, regulations and policies as established by the School Board for the annual salary indicated below.

II. Duration:

The conditions of employment shall remain in full force and effect, commencing July 1, 2025 through June 30, 2027, except if modified by mutual consent of the School Board and Student Data Specialist or unless terminated by written resignation.

Probationary Period
An employee under the provisions of this Agreement shall serve a probationary period of nine (9) calendar months of service in the school district during which time the school district shall have the unqualified right to suspend without pay, discharge or otherwise discipline such employee; during this probationary period, the employee shall have no recourse to the grievance procedure, insofar as suspension, discharge or other discipline is concerned. However, a probationary employee shall have the right to bring a grievance on any other provisions of the contract alleged to have been violated.

III. Duty Year and Leaves:

Section 1. - Basic Work Year:

The employee's duty year shall be twelve (12) months and the employee shall perform services on those legal holidays on which the School District is authorized to conduct school if the School Board so determines.

Section 2. – Vacation:

The employee shall earn vacation annually at a rate of 25 days per year. Employee may carry no more than 10 days from one fiscal year to the other.

Section 3. – Holidays:

~~The employee shall be entitled to eleven (12) paid holidays each contract year as designated by the School Board, namely: July 4th, Labor Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, President's Day, Good Friday, Memorial Day and Juneteenth.~~

The employee shall be entitled to twelve (12) paid holidays each contract year as designated by the School Board, namely: July 4th, Labor Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, Memorial Day, Juneteenth and two floating holidays.

The School Board, however, reserves the right to cancel any of the holidays and establish another holiday in lieu thereof with the understanding, however, that the employee under this provision will be guaranteed eleven (12) paid holidays per year. Any legal holiday or holidays which fall within an employee's vacation period shall not be counted as a vacation day.

IV. Leaves of Absence:

Section 1. - Sick Leave:

Subd. 1 - The employee shall earn sick leave with full pay at the rate of fifteen (15) days annually. Unused sick leave days may accumulate to a maximum of one-hundred twenty (120) days

Subd. 2 - Sick leave may be used for illness of immediate family. A maximum of ten (10) days annually will be allowed for this leave.

~~Subd. 3 In the event of an emergency, a phone request may be granted, then within two (2) days of the employees return, the necessary forms must be completed. Leaves granted under this section shall be deducted from sick leave.~~

Section 2. - Bereavement Leave:

There will be an allowance of six (6) days annually for absence because of death of relatives and friends. Leaves granted under this section shall be deducted from sick leave.

Section 3. - Business Leave:

Subd. 1 – One (1) business leave day during any one school year may be used for necessary absence required for the transaction of personal business which cannot be completed outside school duty hours. Request for business leave must be made in writing at least three (3) days in advance, except in the cases of emergency.

Subd. 2. - Leaves granted under this section shall be deducted from the annual sick leave.

Section 4. - Family Care Leave

Upon school board approval, an employee may take up to one (1) year leave of absence without pay or fringe benefits for the purpose of providing care to his or her child, spouse or parent.

Upon return from family care leave the employee shall be reinstated to his or her original position or to a position of similar status and conditions. The contract shall remain in effect, and the employee shall retain all seniority, salary, benefit status and other advantages accrued prior to taking the leave. These provisions shall also apply to an employee returning from pregnancy leave or disability leave. Employee may participate in insurance at own expense while on leave.

Section 6. Personal Leave:

Subd. 1. Employee shall be granted two (2) personal leave days per contract year with pay.

Subd. 2. One day of personal leave may be accumulated; the maximum personal leave days an employee may take in a school year is three.

Subd. 3. Request for a personal day must be made in writing to the supervisor at least three days in advance of taking the day, unless there is an emergency.

Subd. 4. Any employee who does not use or accumulate their personal days shall be paid for an unused accumulated day at the employees' rate of pay effective June. 30. This payment will be made in July of the succeeding school year.

V. Worker's Compensation:

Section 1. - Payment:

Upon the request of an employee who is absent from work as a result of a compensable injury under the provisions of the Worker's Compensation Act, the School Board will pay the difference between the compensation received pursuant to the Worker's Compensation Act by the employee and the employee's accumulated sick leave and/or vacation pay.

Section 2. - Accumulated Leave:

A deduction shall be made from the employee's accumulated sick leave and/or vacation time according to the pro-rata portions of days of sick leave or vacation time which is used to supplement worker's compensation.

Section 3. - Disability:

Such payment shall be paid by the School District to the employee only during the period of disability.

Section 4. - Normal Compensation:

In no event shall the additional compensation paid to the employee by virtue of sick leave or vacation pay result in the payment of a total daily, weekly, or monthly compensation that exceeds the normal compensation of the employee.

Section 5. - Sick Leave or Vacation Pay:

An employee who is absent from work as a result of an injury compensable under the Worker's Compensation Act who elects to receive sick leave or vacation pay pursuant to this policy shall submit their worker's compensation check to the School District for photo-copying prior to receiving allowable payment from the School District.

VI. Group Insurance:

Section 1 - Eligibility.

Health and hospitalization insurance benefits shall be provided for all employees whose assignments require that they work at least an average of thirty (30) hours or more per week and at least nine months or more per year.

Subd. 1. - Individual Coverage. Effective July 1, 2025, the School District shall contribute a sum not to exceed $510 per month toward the premium for individual coverage for each eligible employee employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost for the premium shall be born by the employee and paid by payroll deduction.

Subd. 2. Family Coverage. Effective July 1, 2025, the School District shall contribute a sum not to exceed $1100 per month toward the premium for family coverage for each eligible employee employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost for the premium shall be born by the employee and paid by payroll deduction.

Subd. 3. Insurance Increase. For the duration of this contract, if the MSEA or CEA groups get an increase in their district contributions for health insurance, the Student Data Specialist will recieve the same contributions with retroactive pay.

Subd. 4. When retiring from the District, the employee, if at least 55 years of age and having at least ten years of continuous service in the School District, shall have the option of remaining in the District's health and hospitalization insurance plan until the age of Medicare or the expiration of five years, whichever date occurs earlier, provided the employee pays the full premium.

Section 2. Long Term Disability:

The School District shall provide a long term disability insurance plan for the employee providing a benefit of 66 2/3% of the employee's regular monthly compensation, with a waiting period of not more than ninety (90) calendar days after the date of disability, with such benefits to continue until the employee reaches the age of 65 and as long as the employee remains disabled.

Section 3. Life Insurance:

The district shall pay the premium for term life insurance in the amount $60,000 provided such insurance is available for this employee under a group insurance plan to be provided for the school district.

If term life insurance is available the effective date shall be the first of the month following approval by the insurance carrier.

Section 4. Dental Insurance

The District shall pay the full premium toward the dental plan the employee is best qualified for. If the employee elects not to take insurance through the District, the district shall apply the full single amount to their ~~HCSP~~ HRA.

VII. Other Benefits:

Section 1. Tax Sheltered Annuities:

The employee will be eligible to participate in a tax sheltered annuity plan established pursuant to United States Public Law No. 87-370, M.S. 123.35, Subd. 12, and School District policy.

Section 2

Tax Sheltered Annuities: The group shall be eligible to participate in a tax sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The school district shall contribute up to $~~1000~~ 2000 in matching funds each year into the 403(b) matching fund on behalf of the group and as described and allowed by Minnesota Statute.

This provision would have a lifetime cap of $20,000 district contribution.

Section 3. Retirement Severance:

50% of the employee's annual salary as severance pay if the employee has 20 years of service in the School District.

Severance payments to an employee under the provisions of this Section shall be reduced by any amounts which have been contributed on behalf of the employee pursuant to Article VII hereof; 403(b) matching fund.

If the employee dies after separation from the School District, but prior to the payment of any severance pay due hereunder, any remaining payments shall be paid to the employee's named beneficiary, if any, or otherwise to the employee's estate.

VIII. Salary:

Section 1: The District Office Confidential Employees will be paid an annual salary as follows:

	~~2023-24~~ 2025-26	~~2024-25~~ 2026-27
Student Data Specialist	~~26.50~~ $28.76 per hour	~~27.86~~ $29.48 per hour

This contract shall be effective only upon the signature of the officers of the School Board in appropriate action recorded in its Minutes.

IN WITNESS THEREOF, I have subscribed my signature this

_____day of_____,2025

_____

_____

IN WITNESS THEREOF, we have subscribed our signature this

_____day of_____,2025

_____

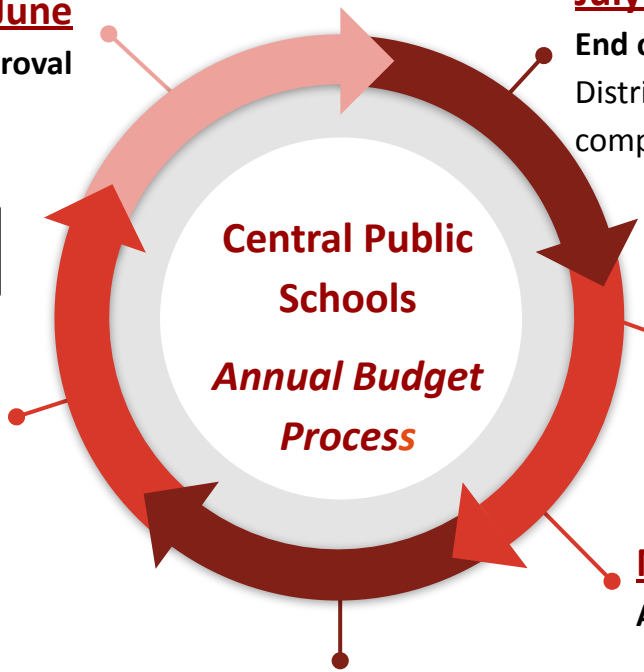
Chairperson

_____

Clerk

FY26 Preliminary Budget

May 19, 2025



June

Preliminary Budget Approval

May 19 - board discussion

July - October

End of Year Audit Process

District's Independent auditor completes prior year audit

September

Initial preliminary tax levy calculated by MDE

November - December

Audit Report to School Board

December - January

Truth in Taxation Hearing (Dec)

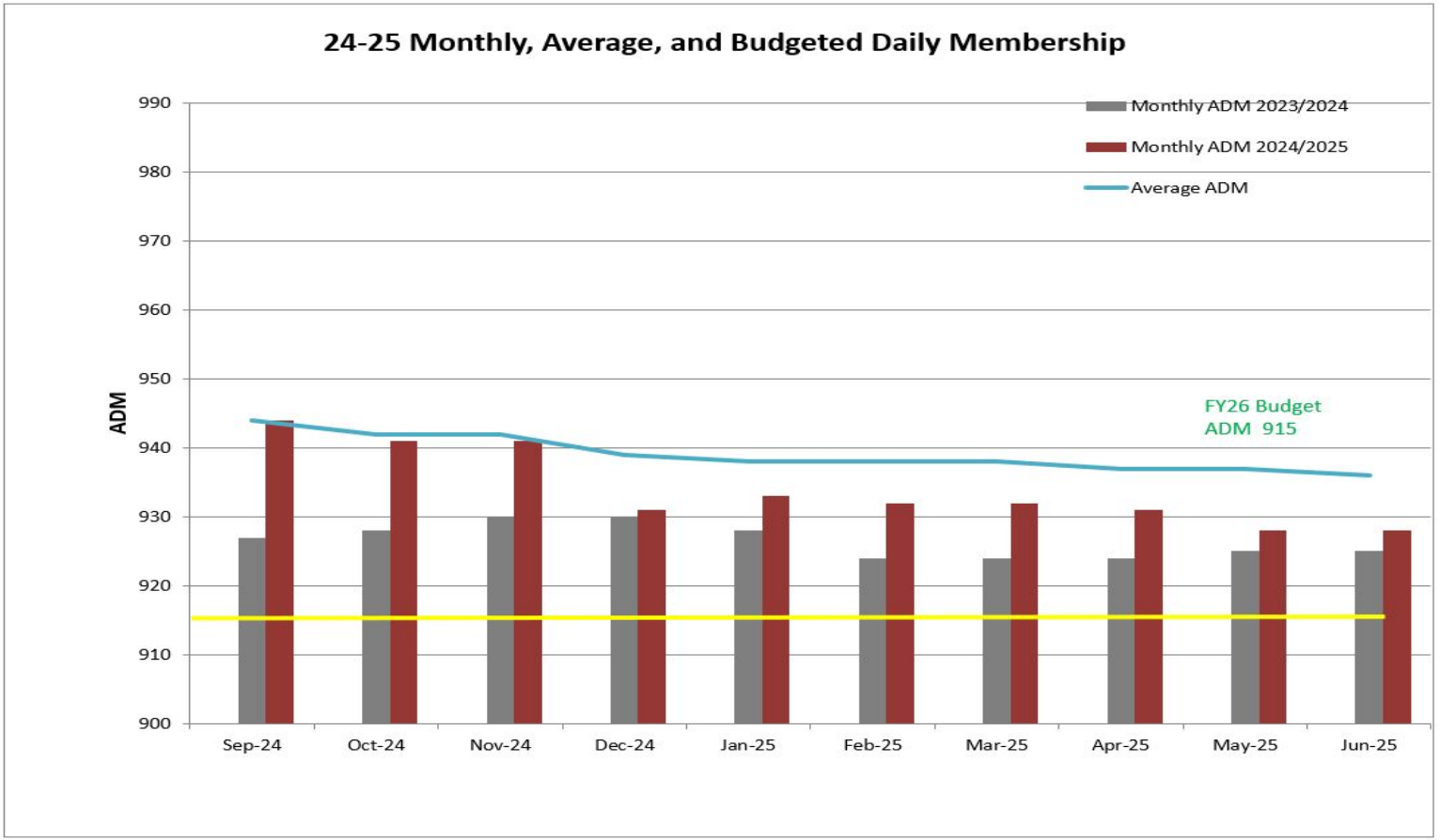
Levy set for the coming year

Mid-Year budget adjustments

January - March

Mid-Year budget adjustments and projected budget for next fiscal year

Enrollment by Month



FY26 General Fund Comparison

General Fund	FY26 Preliminary	FY25 Revised	Difference
Levy	2,844,168	2,861,580	(17,412)
Misc Local Revenue	263,300	298,885	(35,585)
State Aid	10,730,769	10,256,921	473,848
Federal Aid	425,000	418,344	6,656
TOTALS	**14,263,237**	**13,835,730**	**427,507**

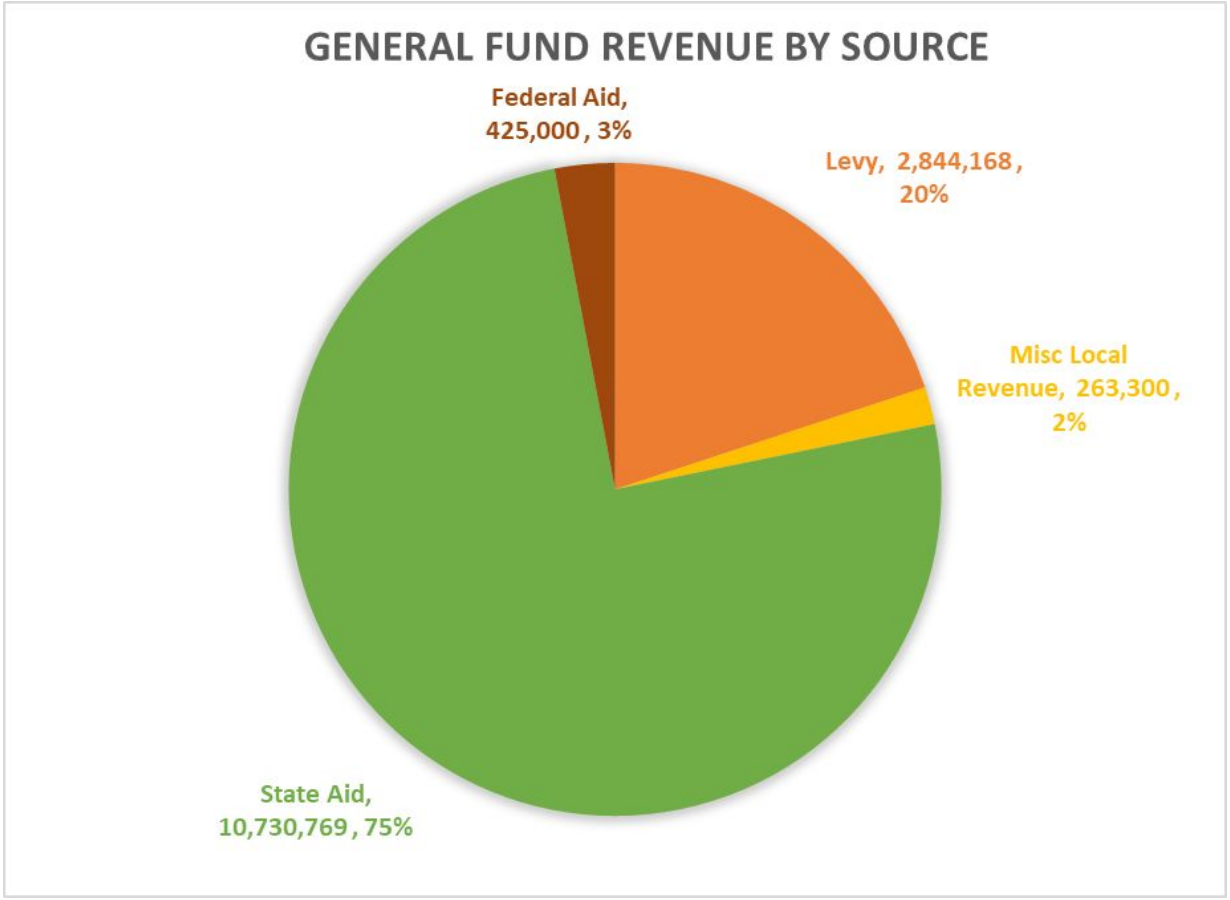
Genreal Fund	FY26 Preliminary	FY25 Revised	Difference
Salaries and Wages	7,255,576	6,945,576	310,000
Employee Benefits	2,092,757	1,948,999	143,758
Purchased Services	3,377,180	3,297,385	79,795
Supplies & Materials	929,225	938,530	(9,305)
Capital Expenditures	181,961	635,000	(453,039)
Other Expenses	66,560	66,460	100
Other Financing Uses	226,792	223,689	3,103
TOTALS	**14,130,051**	**14,055,639**	**74,412**

Difference	**133,186**	**(219,909)**	

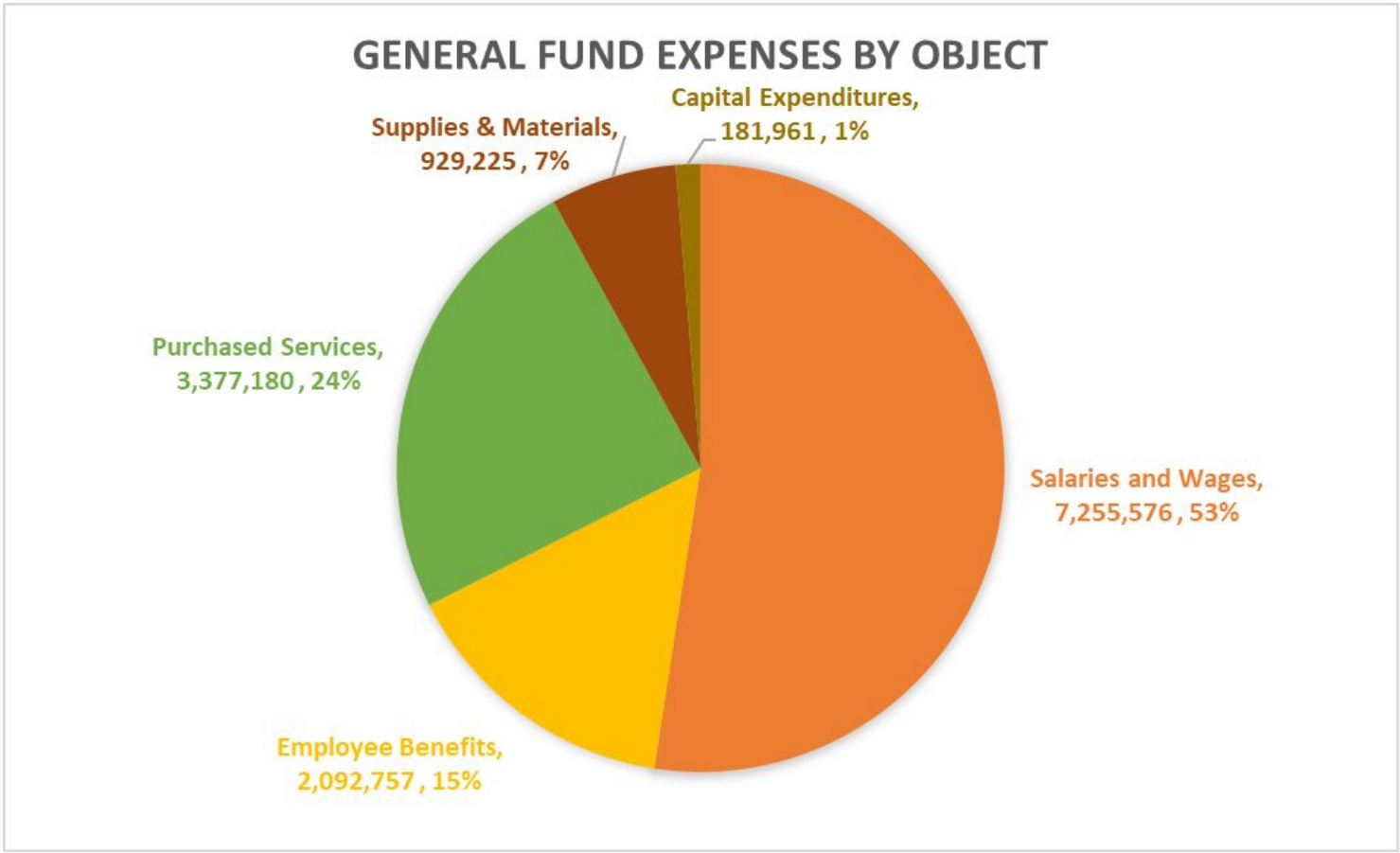
FY26 General Fund Balance

GENERAL FUND - 01	6/30/25 ESTIMATED BALANCE	6/30/26 ESTIMATED REVENUES	TRANSFERS INTO FUNDS	6/30/26 ESTIMATED EXPENDITURES	TRANSFERS OUT OF FUNDS	6/30/2026 ESTIMATED BALANCE
Unassigned	$ 1,204,645	$ 12,496,774		$ 12,508,428	$ 59,257	$ 1,133,734
Assigned	$ 292,161					$ 292,161
Qcomp		$ 242,250	$ 59,257	$ 301,507		$ -
Total Assigned and Unassigned	**$ 1,496,806**	**$ 12,739,024**	**$ 59,257**	**$ 12,809,935**	**$ 59,257**	**$ 1,425,895**
RESTRICTED FUNDS						
Nonspendable	$ 43,766					$ 43,766
Student Activities	$ 66,314	$ 60,850		$ 58,750		$ 68,414
Scholarships	$ 31,311	$ 6,100		$ 6,000		$ 31,411
Staff Development	$ -	$ 68,000		$ 68,000		$ -
Capital Projects Levy	$ 63,780	$ 556,554		$ 557,466		$ 62,868
Operating Capital	$ 30,825	$ 238,553		$ 236,460		$ 32,918
Basic Skills/EL/Extended Time	$ 318,836	$ 382,481		$ 237,880		$ 463,437
Gifted and Talented	$ -	$ 13,320		$ 13,320		$ -
LTFM	$ 189,950	$ 93,315		$ 91,200		$ 192,065
Safe Schools	$ -	$ 45,040		$ 45,040		$ -
Medical Assistance/3rd Party Billing	$ 115,822	$ 60,000		$ 6,000		$ 169,822
Total Restricted	**$ 860,604**	**$ 1,524,213**	**$ -**	**$ 1,320,116**	**$ -**	**$ 1,064,701**
Total All Revenues	**$ 2,357,410**	**$ 14,263,237**	**$ 59,257**	**$ 14,130,051**	**$ 59,257**	**$ 2,490,596**

FY26 Preliminary Budget Revenue Source



FY26 Preliminary Budget Expense



FY26 CE Preliminary Budget Overview

Community Ed	FY26 Preliminary	FY25 Revised	Difference
Levy	155,799	164,595	(8,796)
Misc Local Revenue	661,000	651,500	9,500
State Aid	200,772	201,921	(1,149)
Federal Aid			-
TOTALS	**1,017,571**	**1,018,016**	**(445)**

Community Ed	FY26 Preliminary	FY25 Revised	Difference
Salaries and Wages	579,044	600,134	(21,090)
Employee Benefits	112,135	138,144	(26,009)
Purchased Services	184,020	172,005	12,015
Supplies & Materials	63,000	52,668	10,332
Capital Expenditures			-
Other Expenses			-
TOTALS	**938,199**	**962,951**	**(24,752)**

Difference	**79,372**	**55,065**	

FY26 Preliminary Budget Overview

REVENUES						
	General Fund	Food Service	Community Service	Debt Service	Trust	Student Activities
Levy	2,844,168		155,799	3,218,330		
Misc Local Revenue	263,300	91,500	661,000	226,762	6,100	60,850
State Aid	10,730,769	374,200	200,772	32,524		
Federal Aid	425,000	230,000				
TOTALS	14,263,237	695,700	1,017,571	3,477,616	6,100	60,850.00

EXPENDITURES						
	General Fund	Food Service	Community Service	Debt Service	Trust	Student Activities
Salaries and Wages	7,255,576	12,000	579,044			
Employee Benefits	2,092,757	2,000	112,135			
Purchased Services	3,377,180	350,000	184,020			24,750
Supplies & Materials	929,225	321,800	63,000			33,600
Capital Expenditures	181,961					
Other Expenses	66,560			3,326,285	6,000	400
Other Financing Uses	226,792					
TOTALS	**14,130,051**	**685,800**	**938,199**	**3,326,285**	**6,000**	**58,750**

Budget Balance	133,186	9,900	79,372	151,331	100	2,100

FY24 Preliminary Budget Overview

Questions?

2025-2026 Organization Items –June 2025

Rate of Pay: School Board Members – $65 per meeting

Mileage rate: Federal IRS Rate

Facilities designated as official depositories for the District are Citizens State Bank of NYA, Old National Bank, Security Bank, MN School District Liquid Asset Fund, Bremer Bank, and MN Trust.

Designation of Amy Groschen and Lynn Peterson to have authority to make Electronic Fund Transfers (EFT) for financial and payroll purposes.

Regular Board meetings: Fourth (4th) Monday of each month at 6:00 PM, Central High School

Official school newspaper: Sun Patriot

Committees remain in place until January 2026 Board Meeting and we will add a Facilities Committee with Kroells and Krueger.

Non-Certified Substitute Rate for 2025-2026 School Service Employee General Salary Schedule, Level 1, Minimum

2025-2026 Substitute Pay for Certified Teachers: $125 per day

2025-2026 Meet & Confer Dates and Time:
September 25, 2025, November 13, 2025, February 19, 2026.

2025-2026 Lunch Prices

	Elementary	Middle & High School
Breakfast	$2.40	$2.40
Lunch	$5.00	$5.00
Milk	$0.60	$0.60
Adult Breakfast	$2.40	$2.40
Adult Lunch	$5.00	$5.00

****Please note Breakfast and Lunch are free for students, these prices reflect a 2nd meal/Adult meal/extra milk**

****The USDA sets prices at the end of July. This will not change any regular meal prices, but it may change the adult meal and second meal price.**

2025-2026 Admission Fee Schedule

Gate Admissions:

- Adult - $7
- Students/Senior Citizens (65+) - $5
- Central High school students in grades 7-12 - free admission with student ID
- Preschool Student – Free with adult
- Golden Age Pass – Free to all persons 65+ years

Athletic Activity Pass (Non-transferable)

- Single Adult - $80
- K-12 Student - $40
- ~~Family Pass - $250~~

Other Event Admissions:

Other events such as Triple A, Prom, Homecoming, and Concerts, will be charged an admission or a free-will offering collected. (School age and up, till age 65.)

Free Activity Passes:

Anyone who is a non-paid volunteer for any extra-curricular activity for District #108, including Community Education, will receive one single person Central Raider free activity pass. This pass will allow these individuals free admission into any and all school extra-curricular activities, excluding tournaments. This pass will be issued to individuals who are termed “regular volunteers” and will be given out to those who help out more than twice in an activity. These passes will be good for the entire school year and will be given out once the volunteers are determined by the Community Education Director, Activities Director, or building Principal.

A Central Activity pass will be provided for any staff members upon request from a building principal. These passes will be issued with the purpose of encouraging attendance at Central activities and basic supervision of students.

2025-2026 Participation Fees:

High School Athletics

All activities listed are $175

- Football
- Volleyball
- Cross Country
- Boys Soccer (7-12)
- Girls Soccer (7-12)
- Boys Basketball
- Girls Basketball
- Wrestling (7-12)
- Golf (7-12)
- Baseball
- Softball
- Track
- Gymnastics (7-12)

Middle School Athletics

All activities listed are $125

- 7th & 8th Grade Football
- 7th & 8th Grade Volleyball
- 7th & 8th Grade Boys Basketball
- 7th & 8th Grade Girls Basketball
- 7th & 8th Grade Baseball
- 7th & 8th Grade Softball
- 7th & 8th Grade Track
- 7th & 8th Grade Cross Country

Other Activities

- Knowledge Bowl - $80
- Musical/Play - $80
- Speech - $100
- One Act Play- $80
- Robotics - $100
- E-Sports - $80

★ **Maximum Per Family – $875 or 6 HS athletics - or remove max**
★ **All fees must be paid by the conclusion of the first week of practice**

2025-2026 Auxiliary Pay Schedule

Football

- One Timekeeper/Scoreboard Operator - $50/person
- One Announcer - $40
- Chains Worker: $15/person/per game
- Student Worker: $10.85/hr.

Soccer

- One Announcer - $40
- One Scorebook - $50
- One Student Worker $10.85/hour

Basketball (Boys and Girls, A&B games)

- One Timekeeper/Scoreboard Operator - $50/person
- One Scorer - $50
- One Announcer $50
- One Shot clock operator - $50
- The same person will work both A&B matches
- Student Worker: $10.85/hr.

Wrestling (A & B games)

- Two people at the table - $50/person
- The same person will work both A&B matches
- Student Worker: $10.85/hr.

Volleyball (A&B games)

- One Timekeeper - $50
- One Scoreboard Operator - $50
- Libero Tracker - $50
- The same person will work both A&B games
- Two adults on the line for both A&B - $25/person/match
- Student Worker: $10.85/hr.

Track

- One Starter - $135/meet or a negotiated amount
- Timers - $45/meet
- Field Events - $45/meet
- Student Workers - $10.85/hr.

Cross Country

- Adult Workers - $50/meet
- Student Workers - $10.85/hr.

Speech

- Judge - pay decided by host school

Softball

- If necessary, pay will be based on the same rate as the pay for football, basketball, and wrestling workers.

Baseball

- If necessary, pay will be based on the same rate as the pay for football, basketball, and wrestling workers.

Athletic Officials

- “B” Squad - $65/game/official or negotiated amount
- “C” Squad - $60/game/official or negotiated amount
- 8th Grade - $55/game/official or negotiated amount
- 7th Grade - $55/game/official or negotiated amount
- Community Education - $35 an hour or previous rate for returning officals
- *Umpires and Referees negotiable*

Ticket Takers

- $40.00 per night

Post-Season Athletic Activities

- Bus Chaperone $75/person

BACKGROUND:

According to Minnesota Statutes § 275.14, the population of a school district must be certified by the Department of Education from the most recent federal census. In any year in which no federal census is taken, a population estimate may be made and submitted to the state demographer for approval. The school board can pass a resolution by June 30, 2025, of the updated population of the district as determined by the state demographer.

According to estimates from the state demographer, the district population increased from 8,697 in 2020 to 9,044 in 2024. This population increase will impact the revenue the community education programs receive based on the current funding calculation, which uses the district population to determine total funding.

Increased Revenue by Program Area

General Comm Ed - Census Increase x $6.35
Youth Service - Census Increase x $1
Adults With Disabilities - Census Increase x $.34
Youth After-School Enrichment - Census Increase x $1.85
(1) $1.85 times the greater of 1,335 or the population of the district, as defined in section 275.14, not to exceed 10,000; and
(2) $0.43 times the population of the district, as defined in section 275.14, in excess of 10,000. Youth after-school enrichment revenue must be reserved for youth after-school enrichment programs.

Certification of Updated District Population Estimate (Sample Resolution)

RESOLUTION

CERTIFYING THE POPULATION ESTIMATE FOR THE 2025 PAYABLE 2026 LEVY OF INDEPENDENT SCHOOL DISTRICT #108.

WHEREAS, the Independent School District #108 has experienced an increase in population from the 2020 census figure of 8,697, to the current census figure of 9,044 as determined by the State Demographer.

BE IT RESOLVED, by the School Board of Independent School District #108 that the census figure of 9,044 be certified to the State Demographer for approval of use in the 2025 payable 2026 revenue calculations.

For the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

And the following voted against:_____

Whereupon said resolution was declared duly passed and adopted.

Date: _____

BY ORDER OF THE SCHOOL BOARD

_____ (Clerk Signature)
_____ (Clerk Name)
School Board Clerk

_____

_____

Once the resolution is formally approved at a June 2025 school board meeting, please scan and email the signed copy to.
megan.dayton@state.mn.us
and

susan.brower@state.mn.us

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT #____
(City)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, School Board meeting of School District No. ____, State of Minnesota, was held on _____, at _____pm, for the purpose, in part, of approving the SW Metro Intermediate School District No. 288's Safe School Program and authorizing the inclusion of a proportionate share of Intermediate School District's Safe School Program in the district's application for Safe Schools Revenue.

Director _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SW METRO INTERMEDIATE SCHOOL DISTRICT NO. 288'S SAFE SCHOOL PROGRAM AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THIS PROGRAM IN THE DISTRICT'S APPLICATION FOR SAFE SCHOOL REVENUE

BE IT RESOLVED by the School Board of District No. ____, State of Minnesota, as follows:

1. The School Board of SW Metro Intermediate School District No. 288 has approved a Safe School program for the Fiscal Year 2027 in the amount of **$214,125**. The various components of the program budget include costs for a School Resource Officer, safety equipment, and non-instructional technology hardware.

2. The proportionate share of the cost of the intermediate school district's Safe School program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district Safe School program times a percentage that weighs the two components of each member district's portion of the total Special Education Tuition billing and Vocational billing. The Safe School costs shall be funded through annual levy. The inclusion of this proportionate share in the district's Safe School revenue application for the fiscal year 2026 is hereby approved, subject to approval by the Commissioner of Education.

3. Upon receipt of the proportionate share of Safe School revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Director _____ and, upon vote taken thereon, the following voted in favor thereof:_____

And the following voted against the same:_____

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of School District No. ____. State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. ____ , held on the date therein indicated, with the original of said minutes on file in my office, and the same is a FULL, TRUE AND COMPLETE TRANCRIPT INSOFAR AS THE SAME RELATES TO THE APPROVAL OF SW Metro Intermediate School District's Safe School Program in the district's application for Safe School revenue.

WITNESS MY HAND officially as such Clerk this ____ day of _____, 2025

_____
Clerk

School District No. _____

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT #____
(City)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, School Board meeting of School District No. ____, State of Minnesota, was held on _____, at _____pm, for the purpose, in part, of approving the SW Metro Intermediate School District No. 288's Long-Term Facility maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance.

Director _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SW METRO INTERMEDIATE SCHOOL DISTRICT NO. 288'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE

BE IT RESOLVED by the School Board of District No. ____, State of Minnesota, as follows:

1. The School Board of SW Metro Intermediate School District No. 288 has approved a long-term facility maintenance program budget for its facilities for the Fiscal Year 2027 in the amount of **$168,957**. The various components of the program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved (Exhibit A)

2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district programing its long-term facility maintenance revenue application.

3. The proportionate share of the cost of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a percentage that weighs the two components of each member district's portion of the total Special Education Tuition billing and Vocational billing. The long-term facility maintenance costs shall be funded through annual levy instead of issuing bonds. The inclusion of this proportionate share in the district's long-term facility maintenance revenue

application for the fiscal year 2027 is hereby approved, subject to approval by the Commissioner of Education.

4. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Director _____ and, upon vote taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of School District No. ____. State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. ____ , held on the date therein indicated, with the original of said minutes on file in my office, and the same is a FULL, TRUE AND COMPLETE TRANCRIPT INSOFAR AS THE SAME RELATES TO THE APPROVAL OF SW Metro Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this ____ day of _____, 2025

_____

Clerk

School District No. _____

DEPARTMENT OF EDUCATION	Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413	**Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only**

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2023, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	(REQUIRED) Enter Information	District Info.	(REQUIRED) Enter Information
District Name:	SouthWest Metro Intermediate District	Date:	7/17/2024
District Number:	0288	Email:	bfell@swmetro288.org
District Contact Name:	Brian Fell		
Contact Phone #	952-567-8103		

Expenditure Categories		Fiscal Year (FY) Ending June 30									
		2024 (base year)	2025	2026	2027	2028	2029	2030	2031	2032	2033
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.											
Finance Code	**Category (1)**										
347	Physical Hazards	$0	$10,000	$0	$0	$0	$0	$0	$0	$5,000	$5,000
349	Other Hazardous Materials	$0	$12,000	$0	$0	$0	$0	$0	$0	$5,000	$5,000
352	Environmental Health and Safety Management	$6,000	$13,000	$5,000	$5,000	$6,000	$8,000	$10,000	$10,000	$10,000	$10,000
358	Asbestos Removal and Encapsulation	$5,000	$12,000	$5,000	$5,000	$2,500	$8,000	$10,000	$10,000	$10,000	$10,000
363	Fire Safety	$10,000	$23,930	$10,000	$5,000	$2,500	$8,000	$10,000	$10,000	$10,000	$25,000
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects	$21,000	$70,930	$20,000	$15,000	$11,000	$24,000	$30,000	$30,000	$40,000	$55,000
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year - Additional Revenue											
Finance Code	**Category (2)**										
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151											
Finance Code	**Category 3 (a)**										
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Gender-Neutral Single-User Restrooms											
Finance/Course Codes	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025***										
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Gender-Neutral Single User Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility											
Finance Code	**Category (4)**										
367	Accessibility	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Accessibility Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Deferred Capital Expenditures and Maintenance Projects											
Finance Code	**Category (5)**										
368	Building Envelope	$10,000	$20,000	$15,000	$10,000	$10,000	$10,000	$10,000	$5,000	$25,000	$25,000
369	Building Hardware and Equipment	$5,000	$0	$5,000	$5,000	$10,000	$15,000	$10,000	$5,000	$25,000	$25,000
370	Electrical	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
379	Interior Surfaces	$10,000	$10,000	$10,000	$6,000	$10,000	$15,000	$5,000	$5,000	$0	$0
380	Mechanical Systems	$4,000	$20,000	$5,000	$5,000	$5,000	$15,000	$5,000	$5,000	$49,000	$17,000
381	Plumbing	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
382	Professional Services and Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
383	Roof Systems	$0	$200,000	$110,000	$100,000	$100,000	$100,000	$125,000	$200,000	$100,000	$100,000
384	Site Projects	$0	$20,000	$0	$0	$50,000	$40,000	$100,000	$0	$100,000	$100,000
	Total Deferred Capital Expense and Maintenance	$29,000	$270,000	$145,000	$126,000	$185,000	$195,000	$255,000	$220,000	$299,000	$267,000
	Total Annual 10-Year Plan Expenditures	**$50,000**	**$340,930**	**$165,000**	**$141,000**	**$196,000**	**$219,000**	**$285,000**	**$250,000**	**$339,000**	**$322,000**
Fund Balance Section											
	Fund 01										
	Beginning Fund Balance 01-467-XX	$174,743	$227,498	$13,633	$698	$36,763	$42,828	$50,893	$17,958	$45,023	$8,088
	LTFM Fiscal Year Revenue - Levy	$102,755	$127,065	$152,065	$177,065	$202,065	$227,065	$252,065	$277,065	$302,065	$352,065
	LTFM Fiscal Year Revenue - AID if Applicable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$50,000	$340,930	$165,000	$141,000	$196,000	$219,000	$285,000	$250,000	$339,000	$322,000
	Ending Fiscal Year Fund Balance 01-467-XX	**$227,498**	**$13,633**	**$698**	**$36,763**	**$42,828**	**$50,893**	**$17,958**	**$45,023**	**$8,088**	**$38,153**
	Fund 06										
	Beginning Fund Balance 06-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Bonded Revenue	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Ending Fiscal Year Fund Balance 06-467-XX	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

DEPARTMENT OF EDUCATION	Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413	ED - 02478-10

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minn

District Info.	(REQUIRED) Enter Information	
District Name:	SouthWest Metro Intermediate District	
District Number:	0288	
District Contact Name:	Brian Fell	
Contact Phone #	952-567-8103	

Expenditure Categories		2034
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.		
Finance Code	Category (1)	
347	Physical Hazards	$5,000
349	Other Hazardous Materials	$5,000
352	Environmental Health and Safety Management	$10,000
358	Asbestos Removal and Encapsulation	$10,000
363	Fire Safety	$25,000
366	Indoor Air Quality	$0
	Total Health and Safety Capital Projects	$55,000
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year - Additional Revenue		
Finance Code	Category (2)	
358	Asbestos Removal and Encapsulation	$0
363	Fire Safety	$0
366	Indoor Air Quality	$0
	Total Health and Safety Capital Projects $100,000 or More	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151		
Finance Code	Category 3 (a)	
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0
	Total Remodeling for Approved Voluntary Pre-K Projects	$0
Remodeling for Gender-Neutral Single-User Restrooms		
Finance/Course Codes	*Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025*	
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	$0
	Total Remodeling for Gender-Neutral Single User Projects	$0
Accessibility		
Finance Code	Category (4)	
367	Accessibility	$0
	Total Accessibility Projects	$0
Deferred Capital Expenditures and Maintenance Projects		
Finance Code	Category (5)	
368	Building Envelope	$40,000
369	Building Hardware and Equipment	$40,000
370	Electrical	$0
379	Interior Surfaces	$0
380	Mechanical Systems	$47,000
381	Plumbing	$0
382	Professional Services and Salary	$0
383	Roof Systems	$200,000
384	Site Projects	$50,000
	Total Deferred Capital Expense and Maintenance	$377,000
	Total Annual 10-Year Plan Expenditures	**$432,000**
Fund Balance Section		
	Fund 01	
	Beginning Fund Balance 01-467-XX	$38,153
	LTFM Fiscal Year Revenue - Levy	$402,065
	LTFM Fiscal Year Revenue - AID if Applicable	$0
	LTFM Fiscal Year Revenue Other	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0
	LTFM Estimated Fiscal Year Expenditures	$432,000
	Ending Fiscal Year Fund Balance 01-467-XX	**$8,218**
	Fund 06	
	Beginning Fund Balance 06-467-XX	$0
	LTFM Fiscal Year Bonded Revenue	$0
	LTFM Fiscal Year Revenue Other	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0
	Other Transfers	$0
	LTFM Estimated Fiscal Year Expenditures	$0
	Ending Fiscal Year Fund Balance 06-467-XX	**$0**

SWMetro Intermediate District #288
2025 Pay 2026 for 2027
(For Fiscal School Year 2027)

Pay 26 Levy Amounts

District	School #	Usage	LTFM Levy	Lease Levy	Safe Schools Levy	Total
Norwood Young America	108	2.33%	$ 4,122.45	$ 10,804.18	$ 5,224.51	$ 20,151.15
Waconia	110	6.41%	$ 11,346.07	$ 29,735.95	$ 14,379.23	$ 55,461.26
Watertown-Mayer	111	3.14%	$ 5,554.58	$ 14,557.52	$ 7,039.49	$ 27,151.59
Eastern Carver County	112	14.09%	$ 24,952.55	$ 65,396.00	$ 31,623.15	$ 121,971.70
Burnsville (associate)	191	1.87%	$ 3,306.88	$ 8,666.71	$ 4,190.91	$ 16,164.49
Bloomington (associate)	271	2.71%	$ 4,800.67	$ 12,581.65	$ 6,084.04	$ 23,466.36
Belle Plaine	716	3.67%	$ 6,496.85	$ 17,027.03	$ 8,233.66	$ 31,757.54
Jordan	717	4.62%	$ 8,180.45	$ 21,439.44	$ 10,367.34	$ 39,987.23
Prior Lake-Savage	719	9.05%	$ 16,017.10	$ 41,977.85	$ 20,298.98	$ 78,293.93
Shakopee	720	26.65%	$ 47,191.61	$ 123,680.43	$ 59,807.40	$ 230,679.45
New Prague	721	5.43%	$ 9,618.03	$ 25,207.07	$ 12,189.23	$ 47,014.33
Buffalo-Hanover-Montrose	877	12.37%	$ 21,907.66	$ 57,415.90	$ 27,764.26	$ 107,087.83
Tri City United	2905	7.66%	$ 13,570.09	$ 35,564.68	$ 17,197.80	$ 66,332.57
Total		***100.00%***	***$ 177,065.00***	***$ 464,054.40***	***$ 224,400.00***	***$ 865,519.40***
			$ 177,065.00	*$ 464,054.40*	*$ 224,400.00*	*$ 865,519.40*
Pay 25 Amounts			***$ 152,065.00***	***$ 461,412.00***	***$ 224,400.00***	***$ 837,877.00***

Usage Calculation

SWMetro Usage	School #	FY25 SpEd Gen Ed Cost	FY25 CTE Tuition	Total	Usage %
Norwood Young America	108	$ 151,513.33	$ -	$ 151,513.33	2.328%
Waconia	110	$ 275,587.09	$ 141,417.50	$ 417,004.59	6.408%
Watertown-Mayer	111	$ 204,148.56	$ -	$ 204,148.56	3.137%
Eastern Carver County	112	$ 622,683.75	$ 294,402.50	$ 917,086.25	14.092%
Burnsville (associate)	191	$ 116,896.27	$ 4,642.00	$ 121,538.27	1.868%
Bloomington (associate)	271	$ 168,424.89	$ 8,015.00	$ 176,439.89	2.711%
Belle Plaine	716	$ 155,760.04	$ 83,020.00	$ 238,780.04	3.669%
Jordan	717	$ 221,330.80	$ 79,327.00	$ 300,657.80	4.620%
Prior Lake-Savage	719	$ 579,054.88	$ 9,625.00	$ 588,679.88	9.046%
Shakopee	720	$ 1,290,572.93	$ 443,870.00	$ 1,734,442.93	26.652%
New Prague	721	$ 346,090.91	$ 7,402.50	$ 353,493.41	5.432%
Buffalo-Hanover-Montrose	877	$ 805,176.73	$ -	$ 805,176.73	12.373%
Tri City United	2905	$ 498,744.27	$ -	$ 498,744.27	7.664%
Total		***$ 5,435,984.45***	***$ 1,071,721.50***	***$ 6,507,705.95***	***100.00%***

TECHNOLOGY DIRECTOR'S CONTRACT

CENTRAL PUBLIC SCHOOLS

The School Board of Independent School District No. 108, Norwood Young America, MN enters into this agreement with Steven Anderson, who agrees to perform the duties of Technology Director/Coordinator in the public schools of the District commencing July 1, 2025 through June 30, 2028.

I. Basic Service:

Director shall faithfully perform the services prescribed by the School Board whether or not such services are specifically described in this contract or in a general job description, abide by the rules, regulations and policies as established by the School Board for the annual salary indicated below.

II. Duty Year and Leaves:

1. Basic Work Year:

   The Director's normal duty year shall be for the entire year. The Director shall perform services on those legal holidays on which the school district is authorized to conduct school if the school board so determines. He must notify the Superintendent beforehand.

2. Vacation:

   The Director shall earn twenty five (25) working days of annual paid vacation each contract year. Ten (10) days of unused vacation may be carried over for one full year. All other unused vacation must be taken within six months after the current contract year in which it is earned. No more than seven (7) days may be taken during the time school is in session.

3. Holidays:

The employee shall be entitled to twelve (12) paid holidays each contract year as designated by the School Board, namely: July 4th, Labor Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, Memorial Day, Juneteenth and two floating holidays.

~~The School Board, however, reserves the right to cancel any of the holidays and establish another holiday in lieu thereof with the understanding, however, that the Director under this provision will be guaranteed eleven (11) paid holidays per year. Any legal holiday or holidays which fall within an employee's vacation period shall not be counted as a vacation day.~~

4. Sick Leave:

The Director shall earn sick leave at the rate of 15 days per year which may be accumulated to a maximum of one-hundred twenty (120) days.

5. Bereavement Leave:

There will be an allowance of two (2) days annually for absence because of death of relatives. Leaves granted under this section shall be deducted from the annual sick leave.

6. Emergency Leave:

The Director may be granted emergency leave during the contract year at the discretion of the Superintendent/or School Board. Leaves granted under this section shall be deducted from the annual sick leave.

7. Medical Leave:

If the Director is unable to perform his duties because of illness or disability and has exhausted all sick leave credit available or has become eligible for long term disability compensation shall, upon request, be granted a medical leave of absence up to one (1) year in duration without pay. The School Board may, in its discretion,

extend such a leave upon written request. A request for medical leave of absence or extension thereof pursuant to this section shall be accompanied by a written doctor's statement outlining the conditions of health and estimated time at which the Director is expected to be able to assume his normal responsibilities. The Director, when on medical leave of absence, is eligible to continue to participate in group insurance programs as permitted under the insurance programs as permitted under the insurance policy provisions, but shall pay the entire premium for such programs as he wishes to retain commencing with the beginning of the leave.

III. Insurance:

1. Health and Hospitalization Insurance

The School District shall provide the employee a single or family health and hospitalization fully funded insurance plan at the expense of the School District. This includes the cost of insurance premiums and funding the Health Savings Account or VEBA up to the IRS maximum. If the employee elects not to take insurance through the District, the district shall apply the full single amount to a Health Retirement Account that is chosen by the District.

2. Income Protection Insurance:

The School District shall provide a long term disability insurance plan for the Director. Benefits shall be payable upon ninety (90) calendar days after the day of disability at two-thirds (66 2/3%) of the annual contractual salary. Benefit payments shall continue until the age of (65) or until termination of the disability - whichever occurs first. The coverage shall include coverage for mental and emotional disturbance.

3. Claims Against the School District:

It is understood that the School District's only obligation is to purchase an insurance policy and pay such amounts as

agreed to herein and no claims shall be made against the School District as a result of a denial of insurance benefits by insurance carriers.

4. Life Insurance

The School District shall provide a group term life insurance plan providing ~~$50,000.00~~ $60,000 of coverage for the Technology Director, payable to the Technology Director's named beneficiary, at the expense of the School District.

5. Duration of Insurance Contributions:

The Director is eligible for School Board contributions as provided in this Article as long as the directors employed by the School Board. Upon termination of employment, all Board participation and contribution shall cease, effective on the last working day.

6. Dental Insurance

The District shall pay the full premium toward the dental plan the employee is best qualified for.

IV. Other Benefits:

1. Tax Sheltered Annuities:

The Director will be eligible to participate in a tax sheltered annuity plan established pursuant to United States Public Law No. 87-370, M.S. 123.35, Subd. 12, and School District policy.

2. Car Expense:

The Director will be responsible to use his own vehicle for school purposes. He shall be reimbursed at the rate set by the School Board.

3. Conferences and Meetings:

The School District shall pay valid expenses for participation in professional conferences and seminars, and which have been pre-approved by the Superintendent. Appropriate claim forms and receipts must be filed for reimbursement.

4. 403b Plan

The district will match employee's contribution to a 403b plan up to an annual maximum of ~~$2,000~~ 3,000 with a lifetime maximum of $30,000.

5. Cell Phone Allowance

A $120 per month allowance for business cell phone shall be granted to the director.

V. Compensation

1. The Technology Director shall be paid an annual salary of:

~~2022-2023~~	2025-26	$69,792	$74,910
~~2023-2024~~	2026-27	$71,327	$76,960
~~2024-2025~~	2027-28	$72,896	$80,038

The Director shall engage in no other employment, consultant services or other activity for which honorarium is paid without receiving prior approval of the School Board, but shall devote full time and due diligence to the affairs and the activities of the School District.

This contract shall be effective only upon the signature of the officers of the School Board in appropriate action recorded in its Minutes.

IN WITNESS THEREOF, I have subscribed my signature this

_____day of_____,2025

_____

Steven Anderson, Technology Director

IN WITNESS THEREOF, we have subscribed our signature this

_____day of_____,2025

_____

Board Chairperson

_____

Board Clerk

DEPARTMENT OF EDUCATION

Division of School Finance
400 NE Stinson Blvd
Minneapolis, MN 55413

Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only

ED - 02478-11

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2024, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	(REQUIRED) Enter Information	District Info.	(REQUIRED) Enter Information
District Name:	Central Public Schools	Date:	7/1/2025
District Number:	0108-01	Email:	tschochenmaier@isd108.org
District Contact Name:	Timothy Schochenmaier		
Contact Phone #	952-467-7001		

Expenditure Categories		Fiscal Year (FY) Ending June 30										
		2025 (base year)	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	**Category (1)**											
347	Physical Hazards	$75,000	$75,000	$0	$0	$0	$0	$0	$0	$0	$0	$0
349	Other Hazardous Materials	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
352	Environmental Health and Safety Management	$35,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000
366	Indoor Air Quality	$2,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000
	Total Health and Safety Capital Projects - Category (1)	$117,000	$123,000	$48,000	$48,000	$48,000	$48,000	$48,000	$48,000	$48,000	$48,000	$48,000
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year - Additional Revenue												
Finance Code	**Category (2)**											
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More - Category (2)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	**Category 3 (a)**											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Gender-Neutral Single-User Restrooms												
Finance/Course Codes	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025***											
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility												
Finance Code	**Category (4)**											
367	Accessibility	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Accessibility Projects - Category (4)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	**Category (5)**											
368	Building Envelope	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
369	Building Hardware and Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
370	Electrical	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000
379	Interior Surfaces	$0	$0	$0	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000
380	Mechanical Systems	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
381	Plumbing	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000
382	Professional Services and Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
383	**Roof Systems (normally below $100,000 unless the school chooses not to receive additional revenue for $100K or more roofing project/site/year - pending 2025 Legislation)**	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
384	Site Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Deferred Capital Expenditures and Maintenance Projects - Category (5)	$50,000	$50,000	$50,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for $100,000 or more project/site/year												
Finance Code	**Category (6)**			**EFFECTIVE FY 2027**								
383	**Roofing Systems -pending 2025 Legislation and if passed effective FY 2027**			$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Deferred Capital Expense and Maintenance - Category (6)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Annual 10-Year Plan Expenditures	$167,000	$173,000	$98,000	$148,000	$148,000	$148,000	$148,000	$148,000	$148,000	$148,000	$148,000
Fund Balance Section												
	Fund 01	**FY 25 and 26 Revenue Projection Model Revenue**		**FY 27 Revenue Projection Model Ten-Year Spreadsheet**								
	Beginning Fund Balance 01-467-XX	$189,950	$192,065	$117,927	$135,470	$155,966	$233,509	$258,700	$335,650	$377,285	$362,564	$344,598
	LTFM Fiscal Year Revenue - **Levy**	$93,315	$98,862	$98,267	$100,682	$208,727	$206,102	$209,357	$248,207	$243,482	$244,532	$319,344
	LTFM Fiscal Year Revenue - **AID if Applicable**	$0	$0	$17,276	$18,314	$19,317	$20,089	$20,893	$21,728	$22,597	$23,501	$24,441
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
LEVY Page 10, Line 421	***LTFM Deduction for applicable Cooperative/Intermediate Member District Levy***	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$91,200	$173,000	$98,000	$98,500	$150,500	$201,000	$153,300	$228,300	$280,800	$286,000	$298,000
	Ending Fiscal Year Fund Balance 01-467-XX	$192,065	$117,927	$135,470	$155,966	$233,509	$258,700	$335,650	$377,285	$362,564	$344,598	$390,383
	Fund 06											
	Beginning Fund Balance 06-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Bonded Revenue	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Ending Fiscal Year Fund Balance 06-467-XX	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

End of worksheet

906 COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

D. Minnesota Statutes, section 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the level of risk posed by the predatory offender.

III. DEFINITIONS

A. "Criminal history conviction data" is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA).

B. "Law enforcement agency" means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release.

C. "Notification or Disclosure by Law Enforcement Agency"

1. Risk Level I – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.

2. Risk Level II – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts,

private schools, day care centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.

3. Risk Level III – In most cases, the local law enforcement agencies will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.

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

1. A local law enforcement agency will generally provide Offender Fact Sheets for Level II predatory offenders directly to the school district.

2. Level III Offender Fact Sheets will be distributed at a community meeting conducted by the local law enforcement agency.

E. "Risk Level Assessment" is the level of danger to the community as established by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification.

F. "Risk Levels"

1. "Level I" – Risk Level I is assigned to a predatory offender whose risk assessment score indicates a low risk of reoffense.

2. "Level II" – Risk Level II is assigned to a predatory offender whose risk assessment score indicates a moderate risk of reoffense.

3. "Level III" – Risk Level III is assigned to a predatory offender whose risk assessment score indicates a high risk of reoffense.

IV. PROCEDURES

A. Level II Notification

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

1. The superintendent shall notify the law enforcement agencies within the school district that all appropriate Level II and Level III notifications are to be provided at least to the superintendent of schools.

2. Upon notification of the release of a Level II predatory offender, the superintendent shall forward the Offender Fact Sheet to all building principals and central office administrators. This would include transportation, food service and buildings and grounds supervisors.

3. Principals of schools in close proximity to the Level II predatory offender's residence shall meet with staff and show the Offender Fact Sheet to persons within the buildings who supervise students or who would be in a position to observe if the Level II offender was in or around the school. This includes, but is not limited to, administrators, teachers, coaches, paraprofessionals, custodians, clerical and office workers, food service workers, volunteers, and transportation providers.

4. The school district shall request criminal history conviction data on the Level II predatory offender from its local law enforcement agency. On a case-by-case basis, the superintendent may determine whether to send a letter to parents with general information regarding release of the Level II offender and a copy of the criminal history conviction data that the school district obtained from its local law enforcement agency. The offender fact sheet contains data classified as private or not public under Minnesota law and may only be distributed to parents, students, or others outside the school district if it determines the release is for the purpose of securing the schools and protecting individuals under the school district's care while they are on or near school premises.

5. The building administrator shall cause the Offender Fact Sheet to be posted in each building in an area accessible to staff and employees but not the general public unless a determination has been made that public posting will help secure the school or protect students.

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

B. Level III Notification

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

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

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

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

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

6. If the predatory offender is participating in programs offered by the school district that require or allow the person to interact with children other than the person's children, the superintendent shall notify parents of children in the school district of the contents of the Offender Fact Sheet.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 244.052 (Predatory Offenders; Notice)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 U.S.C. 20901 *et seq.* (Jacob Wetterling, Megan Nicole Kanka, and Pam Lychner Sex Offender Registration and Notification Program)
Dept. of Admin. Advisory Op. No. 98-004

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

MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive

School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school

emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

b. Leaders

The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area

where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.

3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.

5. Provide follow-up services to students and staff who receive counseling.

6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.

2. Fiscal recovery.

3. Academic recovery.

4. Social/emotional recovery.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

a. a statistically significant effect on relevant outcomes based on any of the following:

i. strong evidence from one or more well designed and well implemented experimental studies;

ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.

b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 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.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor

may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

   a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

   b. the importance of taking threats seriously and seeking help; and

   c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

   a. student opportunities for leadership related to prevention and safety;

   b. encouragement and support to students in establishing clubs and programs focused on safety; and

   c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

A. Fire

B. Hazardous Materials

C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

D. Medical Emergency

E. Fight/Disturbance

F. Assault

G. Intruder

H. Weapons

I. Shooting

J. Hostage

K. Bomb Threat

L. Chemical or Biological Threat

M. Checklist for Telephone Threats

N. Demonstration

O. Suicide

P. Lock-down Procedures

Q. Shelter-In-Place Procedures

R. Evacuation/Relocation

S. Media Procedures

T. Post-Crisis Procedures

U. School Emergency Response Team

V. Emergency Phone Numbers

W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

Legal References:
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites
Comprehensive School Safety Guide
Minnesota School Safety Center - Resources (mn.gov)

Resources:
I Love U Guys Foundation, *Standard Response Protocol*
https://iloveuguys.org/The-Standard-Response-Protocol.html (012325)

Safe and Sound Schools
https://safeandsoundschools.org/ (012325)

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

A. "Contract" means an agreement entered into by the school district for the sale of supplies, materials, or equipment.

B. "Official newspaper" is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over $175,000

1. If the value of the equipment or materials is estimated to exceed $175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.

2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.

3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is

received, the board may readvertise.

5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.

6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From $25,000 to $175,000

If the amount of the sale is estimated to exceed $25,000 but not to exceed $175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts $25,000 or Less

If the amount of the sale is estimated to be $25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one

week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:

   a. another school district;

   b. the state department of corrections;

   c. the board of trustees of Minnesota State Colleges and Universities;

   d. the family of a student residing in the district whose total family income meets the federal definition of poverty; or

   e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.

2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

I. Disposing of Surplus Books

Notwithstanding Minnesota Statutes, section 471.345, governing school district contracts made upon sealed bid or otherwise complying with the requirements for competitive bidding, other provisions of this section governing school district contracts, or other law to the contrary, the school district may dispose of school books, including library books, books from an individual classroom library, and textbooks including other materials accompanying a textbook. The school district may dispose of surplus books by donating them to a family of a student residing in the district or a charitable organization under section 501(c)(3) of the Internal Revenue Code.

Legal References:
Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 123B.29 (Sale at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.85 (Property Transfer; Public Corporations)
Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA School Law Bulletin "F" (School District Contract and Bidding Procedures)

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS

A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).

B. "Contract" means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

C. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

D. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or $10,000.

E. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:

1. a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101 (Applicability); or

   b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101 (Applicability).

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 Code of Federal Regulations, section 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

F. Grants

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).

2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

G. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

H. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations, section 200.431(g) for retirees and their spouses, dependents, and survivors.

I. Procurement Methods

1. "Procurement by micro-purchase" is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally $10,000, except as otherwise discussed in 48 Code of Federal Regulations, Subpart 2.1 or as periodically adjusted for inflation).

2. "Procurement by small purchase procedures" are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than $175,000 (periodically adjusted for inflation).

3. "Procurement by sealed bids (formal advertising)" is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

4. "Procurement by competitive proposals" is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

5. "Procurement by noncompetitive proposals" is procurement through solicitation of a proposal from only one source.

J. "Relocation costs" are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.

K. "Severance pay" is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.

L. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

A. Employee Conflict of Interest

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.

B. Organizational Conflicts of Interest

The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.

C. Disclosing Conflicts of Interest

The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policies.

IV. ACCEPTABLE METHODS OF PROCUREMENT

A. General Procurement Standards

The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.

D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.

G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.

[NOTE: This change appears in the 2024 amended UGG.]

H. Methods of Procurement

The school district must use one of the following methods of procurement:

1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.

2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.

3. Procurement by sealed bids (formal advertising).

4. Procurement by competitive proposals. If this method is used, the following requirements apply:

    a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;

    b. Proposals must be solicited from an adequate number of qualified sources;

    c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

    d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

    e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:

a. The item is available only from a single source;

b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or

d. After solicitation of a number of sources, competition is determined inadequate.

I. Competition

The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.

K. Non-federal entities are prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed $25,000.

L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

A. Property Standards

The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award. The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations, sections 200.311, 200.314, and 200.315.

B. Equipment

Management requirements.

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

4. Adequate maintenance procedures must be developed to keep property in good condition.

5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

C. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;

2. Information that the federal agency or pass-through entity designates as sensitive; and

3. other information that the school district considers sensitive and is consistent with applicable Federal, State, local, and tribal laws regarding privacy and responsibility over confidentiality.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management.

The school district's financial management systems, including records documenting compliance with federal statues, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment

The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the

financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls

The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should align with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with the United States Constitution, federal statutes, regulations, and the terms and conditions of the federal award.

The school district must evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds

The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

2. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.

3. "Omni Circular" or "2 Code of Federal Regulations, Part 200s" or "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

4. "Advance payment" means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

C. Allowable Costs

The following items are costs that may be allowable under the 2 Code of Federal Regulations, Part 200s under specific conditions:

1. Advisory councils;

2. Audit costs and related services;

3. Bonding costs;

4. Communication costs;

5. Compensation for personal services;

6. Depreciation and use allowances;

7. Employee morale, health, and welfare costs;

8. Equipment and other capital expenditures;

9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;

10. Insurance and indemnification;

11. Maintenance, operations, and repairs;

12. Materials and supplies costs;

13. Meetings and conferences;

14. Memberships, subscriptions, and professional activity costs;

15. Security costs;

16. Professional service costs;

17. Proposal costs;

18. Publication and printing costs;

19. Rearrangement and alteration costs;

20. Rental costs of building and equipment;

21. Training costs; and

22. Travel costs.

D. Costs Forbidden by Federal Law

2 Code of Federal Regulations, Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a

cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations, Part 200s; thus, the following list is not exhaustive:

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;

2. Alcoholic beverages;

3. Bad debts;

4. Contingency provisions (with limited exceptions);

5. Fundraising and investment management costs (with limited exceptions);

6. Donations;

7. Contributions;

8. Entertainment (amusement, diversion, and social activities and any associated costs);

9. Fines and penalties;

10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));

11. Goods or services for personal use;

12. Interest, except interest specifically stated in 2 Code of Federal Regulations, section 200.441 as allowable;

13. Religious use;

14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);

15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and

16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.

2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

    a. Necessary for the proper and efficient performance or administration of the program.

    b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

    c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.

    d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.

    e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.

2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the "supplement, not supplant" provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).

3. Auditors generally presume supplanting has occurred in three situations:

    a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.

    b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.

c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.

4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions

Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the Federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the Federal agency, the agency's Office of Inspector General, and pass-through entity (if applicable). School districts are also required to report matters related to recipient integrity and performance in accordance with Appendix XII of this part. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and

2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity-wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

a. They are provided under established written leave policies;

b. The costs are equitably allocated to all related activities, including federal awards; and

c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations, section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification

Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs

Short-term travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;

2. Allowable under the cost principles set forth in the Uniform Grant Guidance;

3. Consistent with the school district's cost accounting practices and school district policy; and

4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Relocation Costs of Employees

Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.

F. Travel Costs

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and

2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;

2. Consistent with the school district's documented travel policy for all school district travel; and

3. Only temporary during the travel period.

Legal References: 2 C.F.R. § 200.1 (Definitions: Capital Assets)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205 (Federal Awarding Agency Review of Merit of Proposals)
2 C.F.R. § 200.214 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)

2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Federal Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Real Property)
2 C.F.R. § 200.312 (Federally-owned and Exempt Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319(c) (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Financial Reporting)
2 C.F.R. § 200.339 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.474 (Transportation Costs)
2 C.F.R. § 200.475 (Travel Costs)

Cross References:

MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

Policy 709
Orig. 1995
Rev. 2025

709 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. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is 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;

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and

(3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

2. 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. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

B. 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.

1. 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.

2. 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.

3. 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.

4. Consequences

   a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular 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.

(1) Elementary (K-6)

1st offense – warning
2nd offense – 3 school-day suspension from riding the bus
3rd offense – 5 school-day suspension from riding the bus
4th offense – 10 school-day suspension from riding the bus/meeting with parent
Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

1st offense – warning
2nd offense – 5 school-day suspension from riding the bus
3rd offense – 10 school-day suspension from riding the bus
4th offense – 20 school-day suspension from riding the bus/meeting with parent
5th offense – suspended from riding the bus for the remainder of the school year

(3) Other Discipline

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

(4) 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.

(5) 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.

(6) 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.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

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.

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 cancelled 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. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

6. 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, 49 Code of Federal Regulations, 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.

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 pretrip 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 preemployment 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, subdivision1(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 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.

VIII. SCHOOL DISTRICT 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 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.

IX. SCHOOL DISTRICT 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. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated 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. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes, section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of

each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. 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. § 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)

Cross References: MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

707 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 homeless student is a resident of the school district if enrolled in the school district.

C. "Homeless student" 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, trailer 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 homeless student, 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. ELIGIBILITY

A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.

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.

C. In 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

D. 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. 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 NONDISTRICT 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 (Minnesota Statutes, section 124D.03, subdivision 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 disabilities not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with disabilities 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 disabilities who are 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.

C. Resident students with a disability who are boarded and lodged at Minnesota state academies 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 day care 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. HOMELESS STUDENTS

A. Homeless 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 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. 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, in the discretion of the school district, on staff development days.

X. 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 board. 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.

XI. 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.

XII. 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.84 (Policy)
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 (Child 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)

Cross References:

MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM

I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) with a capitalization level that equals or exceeds $5,000. Group purchases for technology, furniture, or other equipment that is purchased as a per quantity that otherwise may be below the individual item threshold, the total threshold is $25,000. The inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

IV. REPORT

The administration shall annually update the property records of the school district and provide an inventory of the fixed assets of the school district to the school board.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.51 (Schoolhouse and Sites; Uses for School and Nonschool Purposes; Closings)
GASB Implementation Guide 2021-1

Cross References: MSBA/MASA Model Policy 702 (Accounting)

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected. When projected expenditures exceed projected revenues, the school board may consider use of an available fund balance, if one exists.

B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minnesota Statutes, section 123B.76.

C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.

D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner of the Minnesota Department of Education (Commissioner) within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minnesota Statutes section, 123B.10.

E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.

F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).

C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.

D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)

624 ONLINE INSTRUCTION

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.

B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).

B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.

C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.05, subdivision 8, or chapter 124E..

D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.

E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.

F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).

G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.

I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).

J. "Supplemental online course provider" means a school district, an intermediate school district, a state-operated school, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.

B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.

C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.

D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.

E. Digital instruction shall be accessible to students under sections 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.

F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.

G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:

1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;

2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load;

3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit; and

4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.

D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:

1. use an application form specified by MDE;

2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;

3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;

4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and

5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.

E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.

F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.

G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.

B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.

C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not

agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and

2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.

D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.

E. An enrolling district must appoint an online learning liaison who:

1. provides information to students and families about supplemental online courses;

2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and

3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.

F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.

G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.

I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

LEGAL REFERENCES:

Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board’s Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

CROSS REFERENCES: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

621 LITERACY AND THE READ ACT

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.

B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.

C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.

D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.

E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to

layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.

G. "Oral language," also called "expressive language" or "receptive language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.

H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.

J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.

K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.

M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

A. The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by MDE.

B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.

C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level information from the screener about:

1. the student's reading proficiency as measured by a screener approved by MDE;

2. reading-related services currently being provided to the student and the student's progress; and

3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.

E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.

B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

C. For students enrolled in dual language immersion programs:

1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under paragraph A above;

2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;

3. if the program provides instruction in foundational reading skills in the partner

language, the students receiving that instruction must be screened in the partner language;

4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and

5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.

D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.

F. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;

2. the number of students universally screened for that reporting year;

3. the number of students demonstrating characteristics of dyslexia for that year; and

4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.

B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.

C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.

D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;

2. a process to notify and involve parents;

3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;

4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;

5. identification of staff development needs, including a plan to meet those needs;

6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;

7. a statement of whether the school district has adopted an MTSS framework;

8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:

9. the number of teachers and other staff that have completed training approved by the department;

10. the number of teachers and other staff proposed for training in structured literacy;

11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;

12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and

13. beginning on December 31, 2025, for a district with a dual language immersion program:

    a. the program's partner language;

    b. grade levels included in the program;

    c. the language used to screen students' foundational reading skills;

    d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

    e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.

B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.

C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:

1. reading intervention teachers working with students in kindergarten through

grade 12;

2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;

3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;

4. curriculum directors;

5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;

6. employees who select literacy instructional materials for a district; and

7. teachers holding English as a second language teaching licenses.

B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:

1. teachers who provide foundational reading instruction to students in grades 4 to 12;

2. teachers who provide instruction to students in a state-approved alternative program; and

3. teachers who provide instruction to students in dual language immersion programs.

The Commissioner may grant a school district an extension to these deadlines.

C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

D. Training provided by the following may satisfy the professional development requirements under this Article:

1. a certified trained facilitator; or

2. a training program that MDE has determined meets the professional development requirements under the Read Act.

IX. STAFF DEVELOPMENT

A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

B. The school district shall use the data under Article V. above to identify the staff development needs so that:

1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;

3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;

4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY AID USES

The school district must use its literacy aid to meet the requirements and goals adopted in the school district's local literacy plan.

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None

Policy 620
Orig. 1998
Rev. 2025

620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).

B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

C. "Course" means a course or program.

D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. <u>Transfer of Academic Requirements from Other Minnesota Public Secondary Schools</u>

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

2. Credits and grades awarded from another Minnesota public secondary school

may be used to compute honor roll and/or class rank.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

   a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

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

   c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

   d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

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

   a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

   b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

   c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

   d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

   e. Credit and grades earned from a non-accredited nonpublic school shall

not be used to compute honor roll and/or class rank.

3. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.

2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.

3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

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

6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.

E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's

school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (8), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

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

VIII. WEIGHTED GRADES

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

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

1. A grade awarded in an Advanced Placement course will be graded on a 5 point scale.

2. A grade awarded in an Honors course will be graded on a 5 point scale..

3. A grade awarded in a College In the Schools course will be graded on a 5 point scale..

4. A grade awarded in a course taken through a Postsecondary Enrollment Options program will be graded on a 5 point scale.

5. A grade awarded in a course in a duel enrollment course will be graded on a 5 point scale.

B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

IX. PROCESS FOR AWARDING CREDIT

A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

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

C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.

D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.

2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.

3. Eligibility Requirements

a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:

(1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;

(2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;

(3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;

(4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;

(5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

(1) Student's disability category;

(2) Placement;

(3) Participation in a separate, specialized curriculum;

(4) An expectation that the student will receive a low score on the MCA;

(5) Language, social, cultural, or economic differences;

(6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.

2. Eligibility Requirements

a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.

c. For students in grades that the MTAS is not administered:

(1) the student must have cognitive functioning significantly below age level;

(2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and

(3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.

d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.

e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

3. Alternate ACCESS participation decisions must not be made on the following factors:

a. Student's disability category;

b. Participation in a separate, specialized curriculum;

c. Current level of English language proficiency;

d. The expectation that the student will receive a low score on the ACCESS for ELs;

e. Language, social, cultural, or economic differences;

f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through minnesota.pearsonaccessnext.com/policies-and-procedures.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 4 of the current "Procedures Manual for the Minnesota Assessments" and Guidelines for Administration of Accommodations and Linguistic Supports.

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References:
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS)
https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf
Alternate ACCESS for ELLs Participation Guidelines,
https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 616 (School District System Accountability)

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. Superintendent

1. Responsibilities before testing.

a. Designate a district assessment coordinator and district technology coordinator.

b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.

c. Annually review and recertify staff who have access to MDE secure systems.

d. Read and complete the *Assurance of Test Security and Non-Disclosure* which is available on the Minnesota PearsonAccess Next website. See cross references for website address.

e. Establish a culture of academic integrity.

f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.

g. Ensure student information is current and accurate.

h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.

i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.

k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.

b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.

c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.

d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.

e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.

f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.

b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.

(1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.

d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.

e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

f. Establish district testing schedule within the testing windows specified by the MDE and service providers.

g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during

testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.

(1) Provide training on proper test administration and test security (Pearson's Training Management System).

(2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

c. Return secure test materials as outlined in applicable manuals and resources.

d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.

e. Review student assessment data and resolve any issues.

f. Distribute Individual Student Reports no later than fall parent/teacher conferences.

g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

a. Designate a school assessment coordinator and technology coordinator for the building.

b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.

c. Read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.

e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.

f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.

g. Verify that all test monitors and test administrators receive proper training for test administration.

h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.

i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

2. Responsibilities on testing day(s).

a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.

a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.

b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.

   a. Implement test administration and test security policies and procedures.

   b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

   c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.

   d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

   e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

   f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.

   g. Maintain security of test content and test materials.

      (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

      (2) Organize secure test materials for online administrations and keep them secure.

      (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

      (4) Identify need for additional test materials to district assessment coordinator.

      (5) Provide MTAS student data collection forms if necessary.

      (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.

(7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

   a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.

   b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.

   c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.

   d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.

   e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

   f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

   a. Ensure that all paper test materials are kept locked and secure and security checklists completed.

   b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

   c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

   d. Return secure test materials as outlined in applicable manuals and resources.

   e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.

   f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.

2. Acquire all necessary user identifications and passwords.

3. Read and complete the *Assurance of Test Security and Non-Disclosure*.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

5. Attend district training and any service provider technology training.

6. Review, use, and be familiar with all service provider technical documentation.

7. Prepare computers and devices for online testing.

8. Confirm site readiness.

9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.

   a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

   b. Attend trainings related to test administration and security.

   c. Complete required training course(s) for tests administering.

   d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.

   e. Be knowledgeable regarding student accommodations.

   f. Remove or cover any instructional posters or visual materials in the testing room.

2. Responsibilities on testing day(s).

   a. Before test.

      (1) Receive and maintain security of test materials.

      (2) Verify that all test materials are received.

      (3) Ensure proper number of computers/devices or paper accommodated test materials are present.

      (4) Verify student testing tickets and appropriate allowable materials.

      (5) Assign numbered test books to individual students.

      (6) Complete information as directed.

      (7) Record extra test materials.

   b. During test.

      (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.

      (2) Follow all directions and scripts exactly.

      (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After test.

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.

e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

a. Before the test.

(1) Maintain security of materials.

(2) Confirm appropriate MTAS materials are available and prepared for student.

b. During the test.

(1) Administer each task to each student and record the score.

(2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.

(3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(4) Document and report and unusual circumstances to district or school assessment coordinator.

c. After the test.

(1) Keep materials secure.

(2) Return all materials.

(3) Return objects and manipulatives to classroom.

(4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.

a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.

b. Ensure English language and special education designations are current and correct for students testing based on those designations.

c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.

a. Ensure accurate enrollment of students in schools during the accountability windows.

b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.

c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

A. Test Security Procedures will be adopted by school district administration.

B. Students will be informed of the following:

1. The importance of test security;

2. Expectation that students will keep test content secure;

3. Expectation that students will act with honesty and integrity during test administration;

4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

   If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.

2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.

6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.

8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.

9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.

10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References:
Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
Minnesota PearsonAccess Next Resources and Forms:
http://minnesota.pearsonaccessnext.com/policies-and-procedures/

613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

B. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

C. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

D. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.

E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

The Curriculum Director shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. ASSESSMENT GRADUATION REQUIREMENTS

A. Graduation Requirements

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and

skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and

2. Consistent with this paragraph and Minnesota Statutes, section 120B.125 (see Policy 604, Section II.H.), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

B. Targeted Instruction Plan

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124F.08, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Credit Requirements

1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;

2. Three credits of mathematics sufficient to satisfy all of the academic standards in mathematics;

3. Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;

4. Three and one-half credits of social studies, encompassing at least United

States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

5. One credit in the arts sufficient to satisfy all of the academic standards in the arts;

6. Credit sufficient to satisfy the state standards in physical education; and

7. A minimum of seven elective credits.

8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

B. Credit Equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph A.4, above, if the credit is sufficient to satisfy all of the academic standards in economics.

2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3, above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3, above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2 or Paragraph A.5, above.

4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A.2, above, if the credit meets state academic standards in mathematics.

5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2 or Paragraph A.3, above, if the credit meets the state academic standards in mathematics or science.

6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards:

1. School District Standards, Health (K-12);

2. School District Standards, Career and Technical Education (K-12); and

3. School District Standards, World Languages (K-12).

B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12;

3. Minnesota Academic Standards, Science K-12;

4. Minnesota Academic Standards, Social Studies K-12; and

5. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

A. All course or standards and credit requirements must be met;

B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and

C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

606.5 LIBRARY MATERIALS

I. PURPOSE

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

II. GENERAL STATEMENT OF PURPOSE

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with professionally trained school district staff, with recognition that the school board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.

III. DEFINITIONS

A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

For school districts with multiple school buildings, the term "library" refers to the resource within a specific school building.

Minnesota Statutes, section 124D.991, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;

2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;

3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;

4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.

B. "Library collection" consists of the library materials made available to students.

C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials

(including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials This term does not include materials made available to students as part of the curriculum.

D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

A. The school board recognizes the expertise of the school district's professional staff and the vital need of such staff to be responsible for selection of library materials.

B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

C. The procedures for selection and reconsideration set forth in this policy will be administered by:

1. a licensed library media specialist under Minnesota Rules, part 8710.4550;

2. an individual with a master's degree in library science or library and information science; or

3. a professional librarian or a person trained in library collection management.

D. The school board may decline to purchase, lend, or shelve or remove access to library materials legitimately based on:

1. practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;

2. legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or

3. compliance with state or federal law.

V. SELECTION OF LIBRARY MATERIALS

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

1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;

2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;

3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;

4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;

5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):

   a. Artistic quality and/or literary style;

   b. Authenticity;

   c. Critical thinking;

   d. Educational significance;

   e. Factual content;

   f. High interest for intended audience; and

   g. Readability.

6. The selection of library materials shall conform to the constraints of the school district budget.

B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.

D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.

E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

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

VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.

B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.

C. Informal Request for Reconsideration of Specific Library Material

1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the building principal. The building principal and the library media specialist shall assume responsibility for processing the request on an informal basis.

2. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.

3. If the request is not resolved informally, the principal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.

D. Formal Request for Reconsideration of Specific Library Collection Material

1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Formal Request for Reconsideration of Specific Library Collection Material* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

   If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

2. On an annual basis, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:

   a. One member of the school district administration

   b. One principal

   c. Two teachers

   d. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)

   e. Two members of the school district community with no direct connection with the request for reconsideration

   f. Two student representatives (as appropriate to the specific request).

3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.

4. The Review Committee

   a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;

   b. shall examine the specific library material as a whole;

   c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and

   d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.

5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision. The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.

6. The requestor shall have the right to appeal the decision of the superintendent or the superintendent's designee to the school board.

VIII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

A. the title, author, and other relevant identifying information about the material being challenged;

B. the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;

C. the result of the challenge or reconsideration request; and

D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

IX. PROHIBITION ON RETALIATION

The school district may not discriminate against or discipline an employee for complying with Minnesota Statutes, section 134.51.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Stat. § 134.51 (Access to Library Materials and Rights Protected)
Minn. Rules Part 8710.4550 (Library Media Specialists)
Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853

(1982)
Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624, 642 (1943)

Cross References: MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY OF SELECTION

A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:

1. support the goals and objectives of the education programs;

2. consider the needs, age, and maturity of students;

3. foster respect and appreciation for cultural diversity and varied opinion;

4. fit within the constraints of the school district budget;

5. are in the English language. Another language may be used, pursuant to Minnesota Statutes, sections 124D.59 to 124D.61;

6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

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

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

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

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

C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

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

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

Policy 602
Orig. 1995
Rev. 2025

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of $400,000 or more affecting a school district school facility.

2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes, section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.

3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.

C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

A. An "e-learning day" is a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.

B. A school district may designate up to five e-learning days in one school year.

C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.

D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.

E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.

F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.

G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

Legal References: Minn. Stat. § 10.55 (Juneteenth)
Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
Minn. Stat. § 645.44 (Words and Phrases Defined)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

Policy 534
Orig. 2017
Rev. 2025

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

A. Students have use of a meal account. When an account reaches zero, a student shall not be allowed to charge second meals, a la cart items, extra milks, or extra entrees until the balance is updated. Students may add money to their account in RevTrack or by sending a check to school with their student.

B. Free School Meals Program

1. The free school meals program is created within the Minnesota Department of Education

2. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

3. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

4. Each school that participates in the free school meals program must:

   a. participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

   b. provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

   c. A student who has been determined eligible for free and reduced-price meals must always be served a reimbursable meal even if the student has an outstanding debt.

C. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meal balance.

D. When a student has a negative account balance, the student will not be allowed to charge a snack item.

E. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

F. A student may purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast.

G. A student may purchase a second lunch at the nonprogram price if the student has already selected a reimbursable lunch.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.

B. Families will be notified of their balance once it reaches $20. Families will be notified by email.

C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free or reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

D. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.

C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Cross References: None

524.5 PERSONAL ELECTRONIC COMMUNICATION DEVICES

I. PURPOSE

The objective of this policy is to support the school district's focus on learning in alignment with the district's mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools. Possession and use of personal electronic communication devices must be regulated to ensure that such devices do not disrupt or interfere with the education process or school operations, impair the safety, welfare, and privacy of students and staff, or are used as part of an act of academic dishonesty.

II. GENERAL STATEMENT OF POLICY

To minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment and to support school environments in which students can engage fully with their classmates, their teachers, and instruction, the school board has determined the use of personal electronic communication devices by students during school hours should be limited.

III. DEFINITIONS

A. "Bell-to-Bell" means from when the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the academic school day. "Bell-to bell" includes lunch and time in between class periods.

B. "Cell Phone" means a personal device capable of making calls, transmitting pictures or video, or sending or receiving messages through electronic means. The definition of cell phone includes a non-smart phone that is limited to making phone calls or text messages and a smart phone that encompasses the above features.

C. "Cyberbullying" means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device.

D. "Instructional Time" means any structured or unstructured learning experiences that occur from when the first bell rings at the start of the school day until the dismissal bell rings at the end of the academic school day.

E. "Personal Electronic Communication Device" means any personal device capable of connecting to a cell phone, the internet, a cellular or Wi-Fi network, or directly connects to another similar device. Personal electronic communication devices may include cell phones, wearable devices such as smart watches, personal headphones, earbuds or pods, laptops, tablets, virtual reality devices, and other personal electronic communication devices with the abovementioned characteristics.

F. "Stored" means a cell phone or personal electronic communication device not being carried on the student's person, including not in the student's pocket. Storage options may include, but are not limited to, in the student's backpack, in the student's locker, in a locked pouch, or in a designated place in the classroom, as determined by school administration.

IV. PERSONAL ELECTRONIC COMMUNICATION DEVICE USE AND STORAGE

A. Personal Electronic Communication Device Use

1. Students are prohibited from using personal electronic communication devices during instructional time.

2. Elementary Schools (K-5)

a. Students are prohibited from using personal electronic communication devices on school premises from bell-to-bell, which includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, events or activities, or any other time during the designated school day.

b. All personal electronic communication devices shall be kept in designated areas and turned off.

3. Secondary School (6-12)

a. Students are prohibited from using personal electronic communication devices during instructional time, which includes the entire period of a scheduled class and other times when students are directed to report to and participate in any instructional activity.

b. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other personal electronic communication devices and all notifications must be turned off.

c. All personal electronic communication devices shall be kept in designated areas and turned off during instructional time. Personal electronic communication devices may be used during passing times and lunch periods; however, such use is discouraged.

B. Off-Campus School-Sponsored Activities

School administration may establish guidelines for personal electronic communication device possession and use during off-campus school-sponsored activities, such as extracurricular activities, outdoor and service trips, and school field trips. These guidelines will be provided at pre-activity meetings, activity-specific permission slips, and by other means as appropriate in the circumstances.

V. LIMITATIONS ON USE OF AND STORAGE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES

A. Limitations on Use of Personal Electronic Communication Devices

1. Personal electronic communication devices may not be used in any manner that causes or results in disruption of the educational environment or school-sponsored extracurricular activities or events or impairs or interferes with school district operations.

2. Devices, including but not limited to personal electronic communication devices, with audio, video, or photo-taking capabilities shall not be used at any time in locker rooms, bathrooms, or other locations where the presence of such devices poses an unreasonable risk to the safety, welfare, or privacy of others. Confiscation and search of such devices will occur if found in these areas.

3. Students may not use a device to record, transmit, or post audio, videos, or

photos of a person or persons on school grounds or on a school bus without the express permission of school staff in addition to the express consent of the individual or individuals that are the subjects of the recording.

4. Personal electronic communication devices may not be used to engage in bullying, cyberbullying, harassment, discrimination, or other activity prohibited under federal or state law or under school district policy.

5. Personal electronic communication devices shall not be used during a lockdown drill, a fire drill, or a similar safety drill.

B. Storage of Personal Electronic Communication Devices

Students shall keep their personal electronic communication devices in a secure place, such as the student's locker, a closed backpack, a storage device provided by the school, or an area designated by the classroom teacher at all times when personal electronic communication device use is prohibited.

V. EXCEPTIONS

A. Nothing in this policy prohibits a student from using a personal electronic communication device for a purpose documented in the student's individualized education program, a plan developed under section 504 of the Rehabilitation Act of 1973, or a health care plan in force regarding the student.

B. A student may use a personal electronic communication device to monitor or address a health concern or medical condition upon permission granted by school administration.

C. Students may use a personal electronic communication device when the use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" means an actual or imminent threat to the health or safety of students and/or school personnel, which may result in death, bodily injury, or substantial property damage.

D. A student may use a personal electronic communication device during a time at which use would otherwise be prohibited when the student has been granted permission from a staff member to use the device. If the school district implements a curriculum that uses technology, students may be allowed to use their own personal electronic communication devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

E. A personal electronic communication device may be stored in student vehicles parked on school district property provided that the device is not removed from the vehicle while on school district property.

F. Students who need to make a call may request permission to use a telephone in the building office.

VI. DISCIPLINE

If a student violates this policy, a teacher or administrator shall take the following progressively serious disciplinary measures:

A. Give the student a verbal warning and require the student to store the student's personal electronic communication device in accordance with this policy.

B. Securely store the student's personal electronic communication device in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class or period.

C. Place the student's personal electronic communication device in the school's central office for the remainder of the school day.

D. Place the student's personal device in the school's central office to be picked up by the student's parent or guardian.

E. Schedule a conference with the student's parent or guardian to discuss the student's personal device use.

F. Apply discipline as provided under school district policies and as appropriate.

G. Other (insert as needed).

VII. SCHOOL DISTRICT RESPONSIBILITY

A. The school district is not responsible for, nor is it required to investigate, any lost, stolen, or damaged personal electronic communication devices brought onto school grounds or the bus or school-sponsored activities or events.

B. The school board directs the superintendent and school district administration to establish additional rules and procedures regarding student possession and use of personal electronic communication devices in schools as the superintendent and school district administration find appropriate. These rules shall be consistent with this policy and other applicable school district policies. These rules and procedures should seek to minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or pursuant to similar criteria.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
29 U.S.C. § 794 (Nondiscrimination under Federal Grants and Programs)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 524 (Internet, Technology, and Cell Phone Acceptable Use and Safety Policy)
Away for the Day (www.awayfortheday.org)
MASSP/MESPA, *The Cell Phone Toolkit* (July 2024)

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:

a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;

b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;

c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

d. information or materials that could cause damage or danger of disruption to the educational process;

e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.

4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

   a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

   b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

      (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or

      (2) such information is not classified by the school district as directory information but written consent for release of the

information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.

7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.

8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

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

B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.

B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.

B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes, chapter 13 (Minnesota Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.

B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

A. All users shall be notified of the school district policies relating to Internet use.

B. This notification shall include the following:

1. Notification that Internet use is subject to compliance with school district policies.

2. Disclaimers limiting the school district's liability relative to:

   a. Information stored on school district diskettes, hard drives, or servers.

   b. Information retrieved through school district computers, networks, or online resources.

   c. Personal property used to access school district computers, networks, or online resources.

   d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.

4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial

obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.

3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.

4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.

5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

A. "Technology provider" means a person who:

1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

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

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

1. identify each curriculum, testing, or assessment technology provider with access to educational data;

2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

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

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

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

1. the technology provider's employees or contractors have access to educational data only if authorized; and

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

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

XIV. SCHOOL-ISSUED DEVICES

A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the school district is notified or becomes aware that the device is missing or

stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes, section 121A.031; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

[NOTE: In 2024, the Minnesota legislature enacted a law requiring that school districts adopt a policy on students' possession and use of cell phones in school by March 15, 2025. This law does not state that school districts must incorporate specific language or provisions in the school district policy.

MSBA recognizes the common practice of setting forth cell phone rules in a student handbook or similar document. This Article directs school administration to establish cell phone rules, which the school board may require be presented to the board for approval. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings. The school board may choose to set forth general principles regarding cell phone use in this Article.

The Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals collaborated to make best practices available to schools on a range of different strategies to achieve the goals stated above.]

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

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

XVII. IMPLEMENTATION; POLICY REVIEW

A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.

B. The administration shall revise the user notifications, including student and parent

notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.

D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 1942003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Policy 522
Orig. 1995
Rev. 2022

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are: Superintendent, Principal, and Athletic Director

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.

B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.

C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday,

excluding State-recognized holidays).

D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.

1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.

2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.

G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.

H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.

J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);

2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or

3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code, section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code, section 12291).

L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes, section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

M. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administrating the grievance process.

2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.

3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.

4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.

2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.

3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.

2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code, section 1232g, FERPA regulations, 34 Code of Federal Regulations, part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations, part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.

2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.

2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.

3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the school district.

4. The school district will seek to conclude the grievance process, including any

appeal, within 120 calendar days of the date the formal complaint was received by the school district.

5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.

C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages

complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filling a formal complaint.

B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.

D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:

1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;

2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;

3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;

5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and

6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. <u>Emergency Removal of a Student</u>

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:

a. The school district undertakes an individualized safety and risk analysis;

b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and

c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.

B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.

C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.

D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:

1. Would not meet the definition of sexual harassment, even if proven;

2. Did not occur in the school district's education program or activity; or

3. Did not occur against a person in the United States.

B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:

1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;

2. The respondent is no longer enrolled or employed by the school district; or

3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.

C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.

D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.

C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.

D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.

E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.

C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:

1. Identification of the allegations potentially constituting sexual harassment;

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the school district's code of conduct to the facts;

5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and

6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.

E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the 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 incident occurred.

F. The written determination of responsibility must be provided to the parties simultaneously.

G. The Title IX Coordinator is responsible for the effective implementation of any remedies.

H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.

D. The written decision describing the result of the appeal must be provided simultaneously to the parties.

E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.

C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:

1. The Title IX definition of sexual harassment;

2. The scope of the school district's education program or activity;

3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;

4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and

6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.

B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.

C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.

B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.

C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;

2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;

3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and

4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment,

and how the school district will respond.

XV. RECORDKEEPING

A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:

1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;

2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and

3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.

4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

B. The school district must also maintain for a period of seven calendar years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;

2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act")

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

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

B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

A. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. When it is possible and the report alleges substantial child endangerment or sexual abuse, the interview may take place outside the presence of the alleged offender and may take place prior to any interviews of the alleged offender.

B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes, Chapter 260E may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.

C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the

student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.

D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.

E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

AMSBA/MASA Model Policy 519
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519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

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

B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

I. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

1. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place

appropriate for the interview. When it is possible and the report alleges substantial child endangerment or sexual abuse, the interview may take place outside the presence of the alleged offender and may take place prior to any interviews of the alleged offender.

B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes, Chapter 260E may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.

C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.

D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of

the child, other students, or school staff when an interview is conducted on school district premises.

E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
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516.5 OVERDOSE MEDICATION

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)[1], and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: (1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; (2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and (3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.

B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is [insert title of staff person appointed as coordinator].

C. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.

D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.

E. **"Standing Order"** means directions from the school district's medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist

[1] Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the internasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intermuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:

1. Administration type

2. Dosage

3. Date of issuance

4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.

B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.

C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.

D. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team ("District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.

2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.

3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:

   a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to

ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;

b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;

c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and

d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.

4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

E. Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.

2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

F. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

V. NALOXONE STORAGE

A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc*.).*

B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.

C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a

secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References:
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: MSBA/MASA Model Policy 516 (Student Medication)

Resources: Minnesota Department of Health, School Toolkit on Naloxone Administration in School Settings

516 STUDENT MEDICATION AND TELEHEALTH

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication or telehealth during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

III. DRUG AND MEDICATION REQUIREMENTS

A. Administration of Drugs and Medicine

1. The administration of medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.

2. Drugs and medicine subject to Minnesota Statutes, 121A.22 must be administered, to the extent possible, according to school board procedures that must be developed in consultation with:

   a. with a licensed nurse, in a district that employs a licensed nurse under Minnesota Statutes, section 148.171;

   b. with a licensed school nurse, in a district that employs a licensed school nurse licensed under Minnesota Rules, part 8710.6100;

   c. with a public or private health-related organization, in a district that contracts with a public or private health or health-related organization, according to Minnesota Statutes, 121A.21; or

   d. with the appropriate party, in a district that has an arrangement approved by the Commissioner of the Minnesota Department of Education, according to Minnesota Statutes, 121A.21.

3. Exclusions

   The provisions on administration of drugs and medicine above do not apply to drugs or medicine that are:

   a. purchased without a prescription;

   b. used by a pupil who is 18 years old or older;

   c. used in connection with services for which a minor may give effective consent;

   d. used in situations in which, in the judgment of the school personnel, including a licensed nurse, who are present or available, the risk to the

pupil's life or health is of such a nature that drugs or medicine should be given without delay;

e. used off the school grounds;

f. used in connection with athletics or extracurricular activities;

g. used in connection with activities that occur before or after the regular school day;

h. provided or administered by a public health agency to prevent or control an illness or a disease outbreak as provided under Minnesota law;

i. prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:

(1) the school district has received a written authorization each school year from the pupil's parent permitting the student to self-administer the medication;

(2) the inhaler is properly labeled for that student; and

(3) the parent has not requested school personnel to administer the medication to the student.

In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.

j. epinephrine delivery systems, consistent with Minnesota Statutes, section 121A.2205, if the parent and prescribing medical professional annually inform the pupil's school in writing that

(1) the pupil may possess the epinephrine or

(2) the pupil is unable to possess the epinephrine and requires immediate access to epinephrine delivery systems that the parent provides properly labeled to the school for the pupil as needed.

k. For the purposes of Minnesota Statutes, 121A.22, special health treatments and health functions, such as catheterization, tracheostomy suctioning, and gastrostomy feedings, do not constitute administration of drugs or medicine.

l. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.

B. Prescription Medication

1. An "Administrating Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.

2. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law and must be administered in a manner consistent with the instructions on the label.

3. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.

4. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Paragraph III.A.3(i) above), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).

5. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

6. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

7. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.

8. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

C. Nonprescription Medication

A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

D. Possession and Use of Epinephrine Delivery Systems

1. Definitions

a. "Administer" means the direct application of an epinephrine delivery system to the body of an individual.

b. "Epinephrine delivery system" means a medication product approved by the United States Food and Drug Administration that automatically delivers a single, premeasured dose of epinephrine to prevent or treat a life-threatening allergic reaction.

c. "School" means a public school under Minnesota Statutes, section 120A.22, subdivision 4, or a nonpublic school, excluding a home school, under section 120A.22, subdivision 4, that is subject to the federal Americans with Disabilities Act.

2. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine delivery systems that enables the student to:

a possess epinephrine delivery systems ; or

b if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine delivery systems in close proximity to the student at all times during the instructional day.

For the purposes of this policy, "instructional day" is defined as eight hours for each student contact day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine delivery systems when required, consistent with state law. This health plan may be included in a student's Section 504 plan.

Districts and schools may obtain and possess epinephrine delivery systems to be maintained and administered by school personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine delivery system. The administration of an epinephrine delivery system in accordance with Minnesota Statutes, section 121A.2207 is not the practice of medicine.

Registered nurses may administer epinephrine delivery systems in a school setting according to a condition-specific protocol as authorized under Minnesota Statutes, section 148.235, subdivision 8. Notwithstanding any limitation in Minnesota Statutes, sections 148.171 to 148.285, licensed practical nurses may administer epinephrine delivery systems in a school setting according to a condition-specific protocol that does not reference a specific patient and that specifies the circumstances under which the epinephrine delivery system is to be administered, when caring for a patient whose condition falls within the protocol.

A district or school may enter into arrangements with manufacturers of epinephrine delivery systems to obtain epinephrine delivery systems at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine delivery systems.

The Commissioner of the Minnesota Department of Health must provide a district or school with a standing order for distribution of epinephrine delivery systems under Minnesota Statutes, sections 148.235, subdivision 8 and 151.37, subdivision 2.

E. Sunscreen

A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

F. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.

2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes, section 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.

3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

IV. ACCESS TO SPACE FOR MENTAL HEALTH CARE THROUGH TELEHEALTH

A. Beginning October 1, 2024, to the extent space is available, the school district must provide an enrolled secondary school student with access during regular school hours, and to the extent staff is available, before or after the school day on days when students receive instruction at school, to space at the school site that a student may use to receive mental health care through telehealth from a student's licensed mental health provider. A secondary school must develop a plan with procedures to receive requests for access to the space.

B. The space must provide a student privacy to receive mental health care.

C. A student may use a school-issued device to receive mental health care through telehealth if such use is consistent with the district or school policy governing acceptable use of the school-issued device.

D. A school may require a student requesting access to space under this section to submit to the school a signed and dated consent from the student's parent or guardian, or from the student if the student is age 16 or older, authorizing the

student's licensed mental health provider to release information from the student's health record that is requested by the school to confirm the student is currently receiving mental health care from the provider. Such a consent is valid for the school year in which it is submitted.

Legal References:
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.216 (Access to Space for Mental Health Care through Telehealth)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Delivery systems; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Delivery systems)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
Minn. Stat. § 148.171 (Definitions; Title)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Rule 8710.6100 (School Nurse)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.* (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations, part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. Directory information may include a student's name, address, phone number, email address, grade level, enrollment status, dates of attendance, and

participation in officially recognized activities and sports.

E. Education Records

1. What constitutes "education records"

Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records

The term "education records" does not include:

a. Records of instructional personnel that are:

(1) kept in the sole possession of the maker of the record;

(2) used only as a personal memory aid;

(3) not accessible or revealed to any other individual except a temporary substitute teacher; and

(4) destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in

his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means *[designate title and actual name of individual]*.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. "Student" also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to

gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations, section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations, sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

   b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

   a. identifies and authenticates a particular person as the source of the electronic consent; and

   b. indicates such person’s approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual’s informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the

statement is:

a. in plain language;

b. dated;

c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

d. specific as to the nature of the information the subject is authorizing to be disclosed;

e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

a. performs an institutional service or function for which the school district would otherwise use employees;

b. is under the direct control of the school district with respect to the use and maintenance of education records; and

c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code, section 7917, *[insert the following if the school district has a policy regarding Staff Notification of Violent Behavior by Students]* and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

   a. determine eligibility for the aid;

   b. determine the amount of the aid;

   c. determine conditions for the aid; or

   d. enforce the terms and conditions of the aid.

   "Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

   b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom

the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code, section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal

action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact

with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code, section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under Minnesota Statutes, section 13.32.

3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.

4. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

   c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

4. A parent or eligible student may not opt out of the directory information disclosures to:

   a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

   b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

   a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

   b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

   c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

   a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

   b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

   c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;

2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority principal in writing by September 1st of each year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures

contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of Section VI. of this policy; and

   b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations, section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or

fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may

make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations, section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or his or her assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

   a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

   b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

   a. the cost of materials, including paper, used to provide the copies;

   b. the cost of the labor required to prepare the copies;

   c. any schedule of standard copying charges established by the school district in its normal course of operations;

   d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and

   e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed

and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

   a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

   b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair

opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means the school principal

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)

Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 480.40 (Personal Information, Dissemination)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Additional Resources
U.S. Department of Education
FAQs on Photos and Videos under FERPA | Protecting Student Privacy (012325)
https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa

Letter to Wachter Regarding Surveillance Video of Multiple Students | Protecting Student Privacy (012325)
https://studentprivacy.ed.gov/resources/letter-wachter-regarding-surveillance-video-multiple-students

School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) | Protecting Student Privacy (012325)

Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices | Protecting Student Privacy (102325)

FERPA/IDEA Crosswalk | Protecting Student Privacy (012325)

What is the Protection of Pupil Rights Amendment? | Protecting Student Privacy (012325)

514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on the school premises, at the school functions or activities, on the school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

D. 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 in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent

contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

H. False accusations or reports of bullying against another student are prohibited.

I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student

engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "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.

F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about

prohibited conduct.

H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent

with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and the student's developmental age and behavioral history. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent or guardian of students who are targets of bullying or other prohibited conduct and the parent or guardian of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law. For purposes of notification presumed under this paragraph, a parent or legal guardian may designate in writing to the school another individual to be notified of the prohibited conduct.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the

individual(s) who engaged in the prohibited conduct.

VII. TRAINING AND EDUCATION

A. Consistent with its applicable policies and practices, the school district must discuss this policy with students, school personnel and volunteers and provide appropriate training for all school district personnel to prevent, identify, and respond to prohibited conduct. The school district must establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minnesota Statutes, section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it

may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or 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.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. Article II, paragraph D, regarding malicious and sadistic conduct must be conspicuously posted throughout each school building.

C. This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.

D. This policy must be distributed to each school district or school employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with the district or the school.

E. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.

F. This policy shall be available to all parents and other school community members in an electronic format in the languages appearing on the school district's or a school's website, consistent with the district policies and practices.

G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

H. The school district designates [insert name of staff member] as the primary contact person in the school building to receive reports of prohibited conduct

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Policy 514
Orig. 2003
Rev. 2025

514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on the school premises, at the school functions or activities, on the school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

D. 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 in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

H. False accusations or reports of bullying against another student are prohibited.

I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or

tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

I. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race,

ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. ”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.

F. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. “Prohibited conduct” means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.

H. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. “Student” means a student enrolled in a public school or a charter school.

I. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible

authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and the student's developmental age and behavioral history. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student

discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent or guardian of students who are targets of bullying or other prohibited conduct and the parent or guardian of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law. For purposes of notification presumed under this paragraph, a parent or legal guardian may designate in writing to the school another individual to be notified of the prohibited conduct.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

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The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct.

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A. Consistent with its applicable policies and practices, the school district must discuss this policy with students, school personnel and volunteers and provide appropriate training for all school district personnel to prevent, identify, and respond to prohibited conduct. The school district must establish a training cycle for school personnel to occur during a period not to exceed every three school years.

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1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and

prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or 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.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. Article II, paragraph D, regarding malicious and sadistic conduct must be conspicuously posted throughout each school building.

C. This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.

D. This policy must be distributed to each school district or school employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with the district or the school.

E. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.

F. This policy shall be available to all parents and other school community members in an electronic format in the languages appearing on the school district's or a school's website, consistent with the district policies and practices.

G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

H. The school district designates [insert name of staff member] as the primary contact person in the school building to receive reports of prohibited conduct

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)
514-

Policy 512
Orig. 1995
Rev. 2024

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of school-sponsored media and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

A. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.

B. Students who believe their right to free expression has been unreasonably restricted in school-sponsored media or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.

1. Students producing school-sponsored media and activities shall be under the supervision of a faculty advisor and the school principal. School-sponsored media and activities shall be subject to the guidelines set forth below.

2. School-sponsored media may be distributed at reasonable times and locations.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting, or displaying material, or placing materials in internal staff or student mailboxes.

B. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

C. "Minor" means any person under the age of eighteen (18).

D. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

E. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

F. "School-sponsored media" means material that is:

1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;

2. distributed or generally made available to students in the school; and

3. prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

G. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.

H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

IV. GUIDELINES

A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.

B Student expression in school-sponsored media, a yearbook, or school-sponsored activity is prohibited when the material:

1. is obscene to minors;

2. is defamatory;

3. is profane, harassing, threatening, or intimidating;

4. constitutes an unwarranted invasion of privacy;

5. violates federal or state law;

6. causes a material and substantial disruption of school activities;

7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;

8. advertises or promotes any product or service not permitted for minors by law;

9. advocates sexual, racial, or religious harassment or violence or prejudice; or

10. is distributed or displayed in violation of time, place, and manner regulations.

C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.

D. Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists.

These professional standards may include, but are not limited to, the following:

1. assuring that participants learn whatever lessons the activity is designed to teach;

2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;

3. assuring that the views of the individual speaker are not erroneously attributed to the school;

4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;

5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;

6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

E. Time, Place, and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.

2. Place

Written materials may be distributed in locations so as not to interfere with the

normal flow of traffic within the school hallways, walkways, entry ways, and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

V. POSTING

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

Legal References: U. S. Const., amend. I
Morse v. Frederick, 551 U.S. 393 (2007)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.80 (Student Journalism; Student Expression)

Cross References: MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Policy 503
Orig. 1995
Rev. 2025

503 STUDENT ATTENDANCE

I. PURPOSE

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

a. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to a truant officer or the school official designated by the principal. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.

c. The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

(1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

(a) child illness, medical, dental, orthodontic, or counseling appointments; including appointments conducted through telehealth
(b) family emergencies;

(c) the death or serious illness or funeral of an immediate family member;

(d) active duty in any military branch of the United States;

(e) the child has a condition that requires ongoing treatment for a mental health diagnosis; or

(f) other exemptions included in this attendance policy.

(2) that the child has already completed state and district standards required for graduation from high school; or

(3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

c. Consequences of Excused Absences

(1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

(1) Truancy. An absence by a student which was not approved by the parent and/or the school district.

(2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.

(3) Work at home.

(4) Work at a business, except under a school-sponsored work release program.

(5) Vacations with family.

(6) Personal trips to schools or colleges.

(7) Absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).

(8) Any other absence not included under the attendance procedures set out in this policy.

C. Tardiness

1. Definition

Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

a. Students tardy at the start of school must report to the school office for an admission slip.

b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

b. Serious illness in the student's immediate family.

c. A death or funeral in the student's immediate family or of a close friend or relative.

d. Medical, dental, orthodontic, or mental health treatment.

e. Court appearances occasioned by family or personal action.

f. Physical emergency conditions such as fire, flood, storm, etc.

g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

2. School-initiated absences will be accepted and participation permitted.

3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.

4. If a student is suspended from any class, he or she may not participate in any activity or program that day.

5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodation should be directed to the building principal.

IV. DISSEMINATION OF POLICY

A. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes, section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes, section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or

2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes, section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;

2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes, section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes, section 120A.34;

4. That this notification serves as the notification required by Minnesota Statutes, section 120A.34;

5. That alternative educational programs and services may be available in the child's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes, chapter 260C;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes, section 260C.201; and

9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under

Minnesota Statutes, chapter 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious Observance)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Bd. of Educ. of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Bd. of Educ. of Twp. High Sch. Dist. No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Bd. of Educ., 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)

501 SCHOOL WEAPONS POLICY

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.

B. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

C. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

D. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

2. No person shall possess, use, or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a

weapon.

IV. EXCEPTIONS

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:

1. active licensed peace officers;

2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;

3. persons authorized to carry a pistol under Minnesota Statutes, section 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

4. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statutes, section 624.714 or 624.715 or other firearms in accordance with Minnesota Statutes, section 97B.045;

   a. Minnesota Statutes, section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Minnesota Statutes, section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."

   b. Minnesota Statutes, section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with sections 624.714 and 624.715.

5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;

6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;

7. a gun or knife show held on school property;

8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or

9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. <u>Policy Application to Instructional Equipment/Tools</u>

While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minnesota Statutes, section 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/ DISTRIBUTION

A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using, or distributing weapons shall include:

1. immediate out-of-school suspension;

2. confiscation of the weapon;

3. immediate notification of police;

4. parent or guardian notification; and

5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully.

D. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate

by the school board.

2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.

2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

VII. REPORTS OF DANGEROUS WEAPON AND ACTIVE SHOOTER INCIDENTS IN SCHOOL ZONES

A. The school district must electronically report to the Commissioner of the Minnesota Department of Education ("Commissioner") incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.

B. The school district must electronically file an after-action review report for active shooter incidents and active shooter threats to the Minnesota Fusion Center as required under Minnesota Statutes, section 121A.06.

1. "Active shooter incident" means an event involving an armed individual or individuals on campus or an armed assailant in the immediate vicinity of the school.

2. "Active shooter threat" means a real or perceived threat that an active shooter incident will occur.

Legal References:
Minn. Stat. § 97B.045 (Transporting Firearms)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 152.01, subd. 14(a) (Definition of a School Zone)
Minn. Stat. § 609.02, subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M., 611 N.W.2d 802 (Minn. 2000)
In re A.D., 883 N.W.2d 251 (Minn. 2016)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

425 STAFF DEVELOPMENT AND MENTORING

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

2. Members of the Advisory Staff Development Committee shall be appointed by the school administration. Committee members shall serve a three-year term based upon nominations by board members, teachers, and paraprofessionals. The school administration shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school administration. Team members shall serve a three-year term based upon nominations by board members, teachers, and paraprofessionals. The school administration shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the school board annually.

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;

2. The means to achieve the Staff Development outcomes;

3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;

4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

   a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;

   b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;

   c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;

   d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;

   e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;

   f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and

   g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

   a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;

   b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

   c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;

   d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and

   e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

   a. Focus on the school classroom and research-based strategies that improve student learning;

   b. Provide opportunities for teachers to practice and improve their instructional skills over time;

   c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

e. Align with state and local academic standards;

f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;

g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;

h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and

i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.

8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.

D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis the extent to which staff at the site have met the outcomes of the Staff Development Plan.

E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.

F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for

consistency with the Staff Development Plan twice a year.*

B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.

C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On a yearly basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

1. additional stipends as incentives to mentors of color or who are American Indian;

2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;

3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or

4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.

B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.

C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.

D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

VIII. REPORTING

A. The school district and site staff development committee shall prepare a report of the

previous fiscal year's staff development activities and expenditures as part of the school district's comprehensive achievement and civic readiness report.

1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.

2. The report will provide a breakdown of expenditures for:

   a. Curriculum development and curriculum training programs;

   b. Staff development training models, workshops, and conferences; and

   c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

   The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

3. The report will be signed by the superintendent and staff development chair.

B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: None.

416 DRUG, ALCOHOL, AND CANNABIS TESTING

I. PURPOSE

A. The school board recognizes the significant problems created by drug, alcohol, and cannabis use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.

B. The school board believes that a work environment free of drug, alcohol, and cannabis use will be not only safer, healthier, and more productive but also more conducive to effective learning. To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug, alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statutes, sections 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing and cannabis testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.

B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.

C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs that are not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs that are not medically prescribed are prohibited from entering or remaining on school district property.

D. The use, possession, sale, purchase, transfer, or dispensing of alcohol or cannabis is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol or cannabis is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol or cannabis are prohibited from entering or remaining on school district property.

E. Any employee who violates this section shall be subject to discipline that includes, but is not limited to, immediate suspension without pay and immediate discharge.

F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:

1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;

2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;

3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by Minnesota Statutes, section 181.952; or

4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, cannabis (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.

3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.

4. "Commercial Motor Vehicle" (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.

5. "Designated Employer Representative" (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.

6. "Department of Transportation" (DOT) means United States Department of Transportation.

7. "Direct Observation" means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.

8. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent, or occasional drivers, leased drivers, and independent owner-operator contractors.

9. "Evidential Breath Testing Device" (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.

10. "Licensed Medical Practitioner" means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.

11. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug tests.

12. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as

driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.

14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.

15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test before the MRO completes the verification process.

16. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.

2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.

4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.

2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

1. Alcohol Concentration

   No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.

2. Alcohol Possession

   No driver shall be on duty or operate a CMV while the driver possesses alcohol.

3. On-Duty Use

   No driver shall use alcohol while performing safety-sensitive functions.

4. Pre-Duty Use

   No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.

5. Use Following an Accident

   No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.

6. Refusal to Submit to a Required Test

   No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.

7. Use of Controlled Substances

   No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance

   No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.

9. General Prohibition

   Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

a. A driver shall undergo required tests aligned with state law.

I. Pre-Employment Testing

a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.

b. Tests shall be conducted only after the applicant has received a conditional offer of employment.

c. To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test

with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query (see Attachment C to this policy). The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

   a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.

   b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.

   c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.

   d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.

   e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.

   f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

   g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

   a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

   b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.

   c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be

tested during the selection period.

d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.

e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.

b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.

c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.

d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

5. Return-To-Duty Testing

A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.

6. Follow-Up Testing

When an SAP has determined that a driver is in need of assistance in resolving

problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

7. Refusal to Submit and Attendant Consequences

a. A driver or driver applicant may refuse to submit to drug and alcohol testing.

b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code, section 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.

c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.

d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment D to this policy.

I. Testing Procedures

1. Drug Testing

a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.

b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.

c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to

discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.

d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.

f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:

(1) The donor expressly declines the opportunity to discuss the test results;

(2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or

(3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. <u>Alcohol Testing</u>

a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.

b. Any test result less than 0.02 alcohol concentration is considered a "negative" test.

c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to

determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.

d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.

e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:

a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and

b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.

c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be designated by the district and will be a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

2. The required records shall be retained for the following minimum periods:

Basic records 5 years

"Basic records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Alcohol and controlled substance collection procedures	2 years
Negative and cancelled controlled substance tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

"Education and training records" must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse) as required under federal law, including:

a. The name of the person tested;

b. Any verified positive, adulterated, or substituted drug test result;

c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;

d. Any refusal to submit to any test required hereunder;

e. Any report by a supervisor of actual knowledge of use as follows

(1) Any on-duty alcohol use;

(2) Any pre-duty alcohol use;

(3) Any alcohol use following an accident; and

(4) Any controlled substance use.

f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;

g. Any negative return-to-duty test; and

h. Any employer's report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal

The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to cannabis testing or drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo cannabis testing or drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations, section 382.701.

2 The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.

3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.

4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing or cannabis testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing or cannabis testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

A. Definitions

1. "Cannabis testing" means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.

2. "Confirmatory test" and "confirmatory retest" mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

3. "Drug" means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.

4. "Drug and Alcohol Testing," "Drug or Alcohol Testing," and "Drug or Alcohol Test" mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" do not include cannabis or cannabis testing, unless stated otherwise.

5. "Employee" means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.

6. "Initial screening test" means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

7. "Job Applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III).

8. "Oral fluid test" means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:

   a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and

   b. does not require the services of a testing laboratory under section 181.953, subdivision 1.

9. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."

10. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

11. "Random Selection Basis" means a mechanism for selection of employees that:

    a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and

    b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.

12. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.

13. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of any person.

B. Circumstances Under Which Cannabis Testing or Drug or Alcohol Testing May Be Requested or Required; Exceptions

1. General Limitations

    a. The school district may not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or cannabis testing, unless the testing is done pursuant to this policy; and either (1) is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1; or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a.

    b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing or cannabis testing on an arbitrary and capricious basis.

2. Cannabis Testing Exceptions

    For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

    a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;

    b. a position requiring face-to-face care, training, education, supervision,

counseling, consultation, or medical assistance to children;

c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;

d. a position of employment funded by a federal grant; or

e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

3. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer that is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

a. The school district must not request or require a job applicant to undergo cannabis testing solely for the purpose of determining the presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.

b. Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.

c. The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.

d. Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.

4. Oral fluid testing

a. When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.

b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing

standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.

c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.

d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the workplace under Minnesota Statutes, sections 181.950 to 181.957, unless stated otherwise.

5. Random Testing

The school district may request or require "other employees" to undergo cannabis testing or drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

6. Reasonable Suspicion Testing

The school district may request or require any employee to undergo cannabis testing or drug and alcohol testing if the school district has a reasonable suspicion that the employee:

a. is under the influence of cannabis, drugs, or alcohol;

b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;

c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or

d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

7. Treatment Program Testing

The school district may request or require any employee to undergo cannabis testing and drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo cannabis testing and drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

8. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

C. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of Section IV.D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or requesting cannabis testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing or cannabis testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing or cannabis testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or

job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test or cannabis test.

4. Notice of and Right to Explain Positive Test Result

   a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information (see Attachment G to this policy).

   b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.

   c. The employee may present verification of enrollment in the medical cannabis patient registry or of enrollment in a Tribal medical cannabis program as part of the employee's explanation.

   d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

   e. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

   a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.

   b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory

test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable.

Attachments F and G to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test or cannabis test requested by the school district, unless the following conditions have been met:

   a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, alcohol, or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

   b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.

6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or

was impaired by medical cannabis on school district property during the hours of employment.

7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;

2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;

3. A sample must be accompanied by a written chain-of-custody record; and

4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statutes, chapter 43A or other applicable state or local law, or a judicial

proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug, alcohol, and cannabis testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment H to this policy.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. § 176.011, Subd. 16 (Definitions; Personal Injury)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

Cross-References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to fully comply with Minnesota Statutes chapter 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:

1. is not likely to occur and could not have been prevented by exercise of due care; and

2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

B. "Child" means one under age 18 and, for purposes of Minnesota Statutes, chapter 260C (Juvenile Safety and Placement) and Minnesota Statutes, chapter 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minnesota Statutes, chapter 260C.451 (Foster Care Benefits Past Age 18).

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being maltreated or has been maltreated within the preceding three years.

E. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

F. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health care, medical, or other care required for the child's physical or mental health when reasonably able to do so;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety, or the basic needs or safety of another child in his or her care;

4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;

5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;

6. medical neglect as defined by Minnesota Statutes, section 260C.007, subdivision 6, clause (5);

7. chronic and severe use of alcohol or a controlled substance by a person responsible for the care of the child that adversely affects the child's basic needs and safety; or

8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child, which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.

G. "Nonmaltreatment mistake" occurs when: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minnesota Rules, part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minnesota Rules, chapter 9503.

H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling,

teaching, and coaching.

I. "Physical abuse" means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minnesota Statutes, section 125A.0942 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minnesota Statutes, section 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions that result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minnesota Statutes, section 609.02, subdivision 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child's behavior, motor coordination, or judgment, or that result in sickness or internal injury, or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minnesota Statutes, section 609.379, including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statutes, section 121A.58.

J. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.

K. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.

L. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minnesota Statutes, section 609.341, subdivision 15), or by a person in a current or recent position of authority (as defined in Minnesota Statutes, section 609.341, subdivision 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor that constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation that requires registration under Minnesota Statutes, section 243.166, subdivision 1b(a) or (b).

M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury

includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm under Minnesota Statutes, section 260E.03, subdivision 5, or a similar law of another jurisdiction; (2) been found to be palpably unfit under Minnesota Statutes, section 260C.301, subdivision 1, paragraph (b), clause 3, or a similar law of another jurisdiction; (3) committed an act that resulted in an involuntary termination of parental rights under Minnesota Statutes, section 260C.301, or a similar law of another jurisdiction; or (4) or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative or parent under Minnesota Statutes, section 260C.515, subdivision 4, or a similar law of another jurisdiction.

IV. REPORTING PROCEDURES

A. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.

B. An oral report shall be made immediately by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, and the name and address of the reporter.

C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.

F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.

H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.

V. INVESTIGATION

A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except where the alleged offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable, and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged offender is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code, section 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall appear in school personnel handbooks.

B. The school district will develop a method of discussing this policy with school personnel.

C. This policy shall be reviewed at least annually for compliance with state law.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.301 (Termination of Parental Rights)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

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

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.

B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

III. DEFINITIONS

A. "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 upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;

2. has the purpose or effect of substantially or unreasonably interfering with an

individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications

1. "Disability" means, with respect to an individual who

   a. has a physical sensory or mental impairment that materially limits one or more major life activities of such individual;

   b. has a record of such an impairment;

   c. is regarded as having such an impairment; or

   d. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

2. "Familial status" means the condition of one or more minors having legal status or custody with:

   a. the minor's parent or parents or the minor's legal guardian or guardians; or

   b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. "Sexual orientation" means 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.

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment

1. Sexual harassment includes 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 employment or 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. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

a. unwelcome verbal harassment or abuse;

b. unwelcome pressure for sexual activity;

c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;

d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:

a. touching, patting, grabbing, or pinching another person's intimate parts
b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;

c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or

d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. In Each School Building

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The

building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

G. In the District

The school board hereby designates the superintendent as the school district human rights officer to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

H. The school district shall conspicuously post the name of the human rights officer, including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

A. By authority of the school district, the human rights officer, within three (3) days of

the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, 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.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the 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.

D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

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 Minnesota Department of Human Rights or another state or federal agency, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. 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, chapter 260E may be applicable.

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

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.

B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

C. This policy shall appear in the student handbook.

D. The school district will develop a method of discussing this policy with students and employees.

E. The school district may 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, resourcefulness, and/or sexual abuse prevention.

F. This policy shall be reviewed at least annually for compliance with 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. 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)

Cross References:
MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

2024-25 Superintendent Evaluation

Budget Development and Maintenance (ongoing goal)			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives	Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives	Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district	Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs

School Safety and Security			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness;	Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities	Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills	No plan has been developed to assure school district buildings and grounds are safe and secure

ensures drills are conducted to ensure parties know roles and responsibilities			

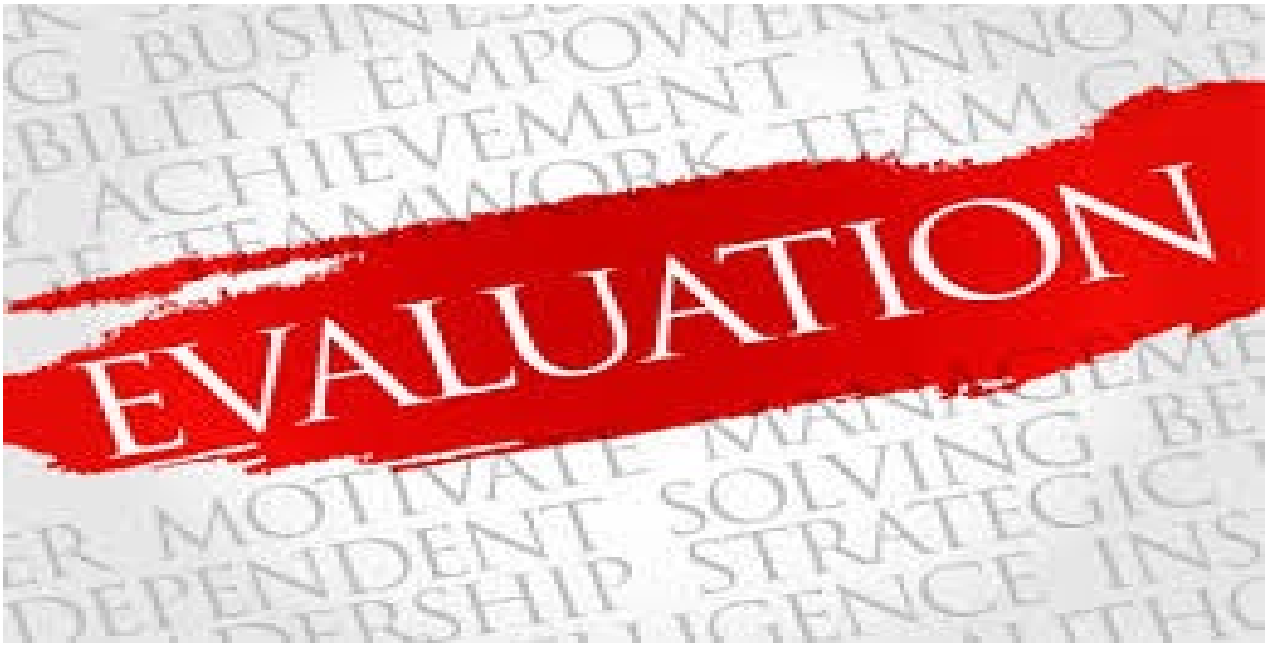
Human Resources Management			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district	Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed	Assures evaluations are completed, but are consistent or not in compliance with state law	No performance evaluation system in place; evaluations not completed as required by state law

Teaching and Learning: Staff Development			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan,	Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and	A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities	No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement

goals, and priorities and focus on increasing student achievement	increasing student achievement		

A Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members and Superintendents



MINNESOTA SCHOOL BOARDS ASSOCIATION
Where School Boards Learn to Lead

MASA
Minnesota Association of School Administrators

Revised: July 2022

Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members and Superintendents

Minnesota School Boards Association
Minnesota Association of School Administrators

INTRODUCTION

This guide, along with the supporting resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

The resources referenced in this document were developed jointly by staff of the Minnesota School Boards Association (MSBA) and staff and officers of the Minnesota Association of School Administrators (MASA).

The basis for all resources are the Program Requirements for All Administrative Licenses, Subparts "1" and "2" (Minnesota Rules 3512.0510).

FOR MORE INFORMATION

MSBA
Kirk Schneidawind, Executive Director
Phone: 800-324-4459 or
507-934-2450
Email: kschneidawind@mnmsba.org

MASA
Deb Henton, Ed.D., Executive Director
Phone: 651-645-6272 or
651-439-7719 (cell)
Email: deb.henton@mnasa.org

PREFACE

Effective school boards recognize that hiring the right superintendents to lead and manage the school districts they serve is one of their most important duties. Delegating authority and holding the superintendent accountable are vital. Effective school boards also know that they have a duty to themselves and their communities to determine whether the authority delegated to the superintendents is being used as intended. As a result, evaluating the superintendent's performance should be a major focus of the school board and, by extension, the superintendent.

The Superintendent Evaluation: A Resource for School Board Members and Superintendents (Resource) is divided into three parts as outlined in the Table of Contents. Part 1 provides basic information to help school board-superintendent teams gain knowledge of evaluation principles and holding a closed meeting for superintendent evaluation. Part 2 provides a three-step process for establishing an evaluation that includes both performance goals and standards of performance and information about holding the mid-year and end-of-year evaluations. Part 3 includes examples of evidence of superintendent performance (such as documents, communications, etc.), sample evaluation forms, and a copy of Minnesota Rules 3512.0510.

The information in this Resource provides a framework for effective superintendent evaluations. School board and superintendent teams may choose to focus on establishing a goals-based evaluation; others may choose to develop a hybrid that includes a limited number of performance goals and standards of performance; others may choose a different model or opt to continue using the tool(s) and processes they are currently using. Whichever option the school board-superintendent team selects, the most important consideration is to commit to holding at least an annual evaluation of the superintendent's performance.

Before beginning to read the content of this Resource, two terms used throughout this document should be explained. From this point, the phrase, "performance standard," is a written criteria against which a superintendent's work is assessed to determine growth and/or functioning. While the superintendent's job description lays out what must be done, performance standards provide the superintendent with specific expectations for each job duty. The phrase, "performance goal," is a statement that describes the desired outcome(s) of the superintendent's work. Performance goals are job specific, measurable, and should support the school district's mission, vision, and beliefs.

Finally, training for both the school board and superintendent is suggested prior to implementing the tool.

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OVERVIEW OF PART 1

Part 1: Evaluation Overview

1. Evaluation Overview
    - Reasons to Evaluate the Superintendent
    - Components of a Comprehensive Superintendent Evaluation
    - How to Evaluate Objectively and Fairly
2. Timeline for Superintendent Evaluation
3. Closed Meeting for Superintendent Evaluation
4. Superintendent Job Description

PART 1: EVALUATION OVERVIEW

1. Reasons to Evaluate the Superintendent

Evaluation of a superintendent's performance is one of a school board's most important responsibilities. A school board's evaluation of its superintendent is an inherent managerial right unless negotiated away.

Wise school boards avoid limiting the school board's inherent managerial rights in the superintendent's employment contract. Each school board member should review the superintendent's employment contract to determine the evaluation-related provisions, if any, that may be included.

Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school board-superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for satisfying the public's desire for accountability.

DO	DON'T
Collaborate with the superintendent on expectations, process, and timeline	DON'T expect either the school board or the superintendent to manage the evaluation alone
Develop an effective process for the *entire* school board to engage in the evaluation	DON'T appoint a school board committee or a single school board member to conduct the evaluation
Develop agreed-upon ratings along with written commentary, feedback, and recommendations to the superintendent	DON'T provide **only** the agreed-upon ratings
Compile one final evaluation summary so that the school board speaks with one voice	DON'T prepare separate, individual evaluations from each school board member
Allow time for the school board to discuss the results and for the superintendent to give input and respond to the evaluation	DON'T conduct the evaluation as a one-way communication from the school board to the superintendent

2. Elements of a Comprehensive Superintendent Evaluation

Principle	Rationale
Provide opportunities for personal and professional development	Successful evaluation processes must address the whole person and be oriented toward continuous improvement
Focus on improving performance (not proving incompetence)	An effective evaluation process is based on providing feedback for growth, not on finding shortcomings. A school board may use evaluation for the purpose of termination, but doing so should not be the focus or priority
Provide legal, realistic, accurate, useful, and measurable criteria that reflect the competencies in Minnesota Rules 3512.0510	Evaluation criteria should incorporate these qualities
Create an ongoing process connected to school district and school improvement goals and/or performance standards	Evaluation is a process, not a once-a-year conversation; it must be embedded in the school district's goals and plans
Connect the school district's goals with the community's vision for its schools	Goals must reflect the community's hopes for its public schools and students
Link evaluation to academic, social, and emotional growth of all school district students	Accountability should include multiple measures of student learning
Recognize the importance of superintendent leadership to facilitate a better quality of life for all inside the school community and in the community at large	The superintendent's work must be concerned with shaping the community's future and having a positive effect upon people's lives

3. How to Evaluate Objectively and Fairly

While every evaluation process includes some subjectivity, effective tools and procedures will make the process more objective. The components below will help create a quality evaluation process.

Documentation

An evaluation is more than a checklist: deciding whether expectations are met requires careful consideration of documented evidence. School board members and the superintendent should work together to reach consensus on the evidence to be used, keeping in mind that school districts already produce a variety of annual reports, curriculum studies, budget printouts, contracts, meeting minutes, and more—all of which may be used to document a superintendent's progress and accomplishments related to established goals and/or performance standards.

Criteria and Ratings

An effective evaluation requires that school board members rate performance by using criteria that are mutually agreed upon, understandable, realistic, and measurable.

Written Comments

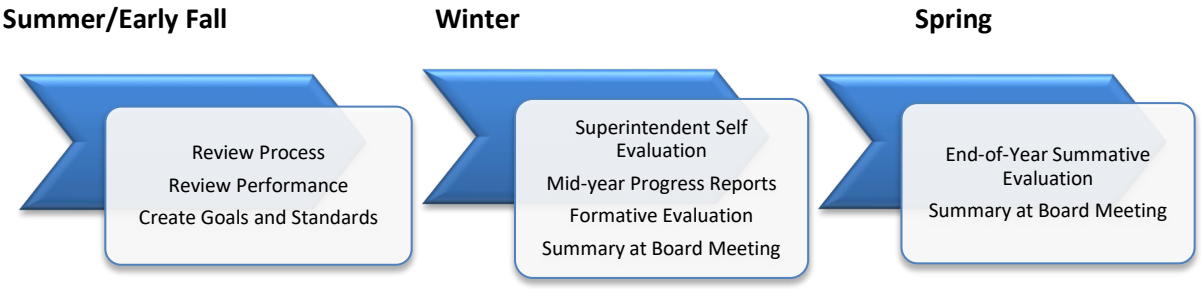
Written comments offer school board members the opportunity to provide specific constructive praise and criticism. They provide the superintendent with useful information that can be used for continuous improvement.

Evaluation Conferences

Face-to-face meetings between a school board and its superintendent are useful to (a) discuss evaluation criteria; (b) establish goals and select performance standards; (c) determine the evaluation instrument, rating scale, and process; and (d) present supporting evidence and discuss the results of the school board's mid-year formative and year-end summative evaluations.

School boards must comply with Minnesota's Open Meeting Law (Minnesota Statutes Chapter 13D), the Minnesota Government Data Practices Act (MGDPA) (Minnesota Statutes Chapter 13), and other privacy laws. MSBA/MASA Model Policies 205 and 206, MSBA Service Manual Chapter 13 and Law Bulletins C and I, and the Minnesota Office of the Revisor of Statutes offer additional guidance. Please also see *Closed Meeting for Superintendent Evaluation* on page 7.

4. Timeline for Superintendent Evaluation



Summer/Early Fall

- School board and superintendent **review** job description, the evaluation process, form(s), and timelines.

- **Identify acceptable supporting documents**, information, evidence, and data to be used to measure performance.

- School board and superintendent **create goals and/or identify standards** based on school district priorities and that are measurable and achievable in twelve months. If no agreement can be reached, the school board's determination prevails as it is the superintendent's employer.

Winter

- During a school board meeting, the school board chair and superintendent **review evaluation process and forms** with new school board members. Private data may not be shared with new school board members until after they officially take office.

- Superintendent may complete a **self-evaluation**, with supporting documents, to be provided to the school board. The data used to create a self-evaluation is the superintendent's sole property and is shared with the school board only if the superintendent chooses to do so.

- Superintendent makes **mid-year progress reports** to the school board related to the goals and standards.

- Prior to the superintendent's **mid-year formative evaluation**, each school board member receives the mid-year evaluation form, including the evaluation criteria (goals and standards).

  A formative evaluation may include informal or formal assessment of current practice and should offer feedback suited to improve future performance.

- School board members **prepare to discuss the superintendent's performance** for each goal and/or standard. The school board may request an opportunity to prepare without the superintendent's presence, but the school board cannot exclude the superintendent.

- At the **formative evaluation meeting**, the school board chair leads the school board's review of the superintendent's performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.

    - The school board members share assessments of the superintendent's formative evaluation performance.

    - The superintendent may offer clarification and/or progress reports on goals and/or standards.

    - The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.

- At the next open meeting, the school board **summarizes its conclusions** regarding the formative evaluation, in compliance with Minnesota's Open Meeting Law.

- The **formative evaluation is attached to the summative evaluation** when it is completed. Both documents are placed in the superintendent's personnel file.

Spring

- Each school board member **receives the end-of-year summative evaluation form** and the evaluation criteria.

- The school board members **prepare to discuss the superintendent's performance** on each goal and/or standard. The school board may request an opportunity to prepare for the summative evaluation without the superintendent's presence, but the school board cannot exclude the superintendent.

- At the **evaluation meeting**, the school board chair leads the school board's review of the superintendent's performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.

    - The school board members share their assessments of the superintendent's summative evaluation performance.

      A summative evaluation is a formal evaluation that is based on all evidence collected throughout the evaluation process. The superintendent receives an overall performance rating and the evaluation is placed in the superintendent's personnel file.

    - The superintendent may provide clarification and/or progress reports on the goals and/or standards.

    - The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.

- At the next open meeting, the school board **summarizes its conclusions** regarding the summative evaluation, in compliance with Minnesota's Open Meeting Law.

- The **final written summative evaluation form** is placed in the superintendent's personnel file.

5. Closed Meeting for Superintendent Evaluation

A school board may evaluate the superintendent's performance in a closed meeting. The following steps must be taken:

a) The school board **provides proper notice** to hold a meeting to evaluate the superintendent

b) The school board **meets in open session** pursuant to the notice.

c) A school board member **moves to close the meeting** for the purpose of evaluating the superintendent. This motion must be seconded and a majority vote of the school board members present must support the motion before the school board moves into closed session.

   - **NOTE**: If the superintendent requests that the evaluation meeting be open, the school board cannot meet in closed session. The evaluation must then be conducted in open session.
   - **NOTE**: the superintendent has the right to attend the closed meeting.

d) The school board **proceeds to the closed meeting** to evaluate the superintendent.

e) After the school board completes its closed meeting, it must **return to open session**. The school board can proceed with the open meeting or it can move to adjourn.

f) The school board chair **prepares a summary** of the school board's conclusions regarding the superintendent's evaluation. The summary must summarize each specific, salient point of the evaluation and be more detailed than a statement that strengths and weaknesses or areas of growth were identified. The summary must give enough information so that a reasonable person would know what occurred without disclosure of private data.

   The summary should include:
   - The closed meeting date;
   - The names of attendees;
   - The performance areas that were reviewed, including
     - Whether expectations were met
     - Areas of strength
     - A summary statement of each goal
     - Areas of concern, if any (<u>do not</u> include specific personnel data that led to the concern)

g) **At its next open meeting**, the school board provides the summary of its conclusions regarding the superintendent's evaluation. The 'next open meeting' applies regardless of the type of meeting (such as a regular meeting, special meeting, work session, work study, etc.). If the next meeting is a special meeting, the school board should ensure that the special meeting notice includes the superintendent evaluation summary in the purpose of the special meeting notice and on the special meeting agenda.

The written summary should be read aloud at the meeting. Copies of the written summary should be given to the school board members at the meeting. A copy must be available at the open meeting for the public to review. The summary should be reflected in the meeting minutes.

6. Superintendent Job Description

To be effective, a superintendent must focus on meeting the regular, ongoing responsibilities that make the school district function effectively and efficiently. The superintendent must have a clearly defined job description to ensure that the school board and superintendent share a common understanding of roles and ongoing responsibilities.

The job description should be grounded in the competencies identified in Minnesota Rules 3512.0510, address the school district's specific needs, and be revisited regularly to ensure that the description accurately describes the full scope of the superintendent's roles and responsibilities. The job description must be consistent with the school board's vision, mission, and goals.

Sample Superintendent Job Description

General Position Description

The superintendent is the chief executive officer of the school district, an advisor to the school board and is directly accountable to the school board.

The superintendent is responsible for guiding and directing all school district operations and activities and for informing the school board of all needs related to the school district's current and future operations. The superintendent shall recommend policies to the school board and shall be responsible for implementing, interpreting, and executing polices that the school board has adopted.

Specific Duties

The superintendent shall

- Provide leadership for educational programs, staff development programs, and curriculum development to provide all the school district's students the best possible learning opportunity and environment;
- Inform and advise the school board about programs, practices, and problems and keep the school board informed of the activities operating under the school board's authority;
- Explain the school district's educational needs to the school board, recommend necessary new and/or revised policies and staffing changes for school board action;
- Serve as a liaison between the school district and the community; respond to concerns of parents, students, residents, and staff to increase understanding of policies and practices and to keep them informed of and involved in school district activities;
- Oversee school district financial operations and prepare, present, and recommend a budget;
- Communicate employee proposals to the school board, recommend adjustments to employee policies and salary structures as appropriate, and manage all employee contracts and policies;
- Develop and maintain a comprehensive strategic planning process, which includes short- and long-term planning and development of school district and instructional goals;

- Establish and maintain working relationships with agencies and organizations outside the school district to promote the school district's best interests through contact with legislators, local government leaders, other superintendents, businesses, and others.
- Maintain and improve effective school board-superintendent relationships by participating in joint seminars and training sessions;
- Delegate responsibility and authority to school district employees as appropriate and define the authority and responsibilities of and effectively evaluate middle managers;
- Complete all required state and federal reports in a timely manner; and
- Assume ultimate responsibility for all aspects of the school district's operation.

OVERVIEW OF PART 2

Part 2: Developing a Goals- and Standards-based Evaluation and Process

1. Establish goals and selecting standards

    - Standard 1: Governance Team
    - Standard 2: School District Finances
    - Standard 3: Communication and Community Relations
    - Standard 4: School District Operations
    - Standard 5: Human Resources
    - Standard 6: Teaching and Learning
    - Standard 7: Student Support
    - Standard 8: Ethical and Inclusive Leadership

2. Schedule and hold a mid-year evaluation

    - Preparing for the mid-year and end-of-year evaluation meetings

3. Schedule and hold an end-of-year summative evaluation meeting

    - Tips for Conducting a Fair and Objective Evaluation Meeting

PART 2: DEVELOPING A GOALS- AND STANDARDS-BASED EVALUATION

Planning is essential to developing an effective goals- and standards-based evaluation. A goal establishes shared expectations for the superintendent's individual job performance. Standards focus on objectives the school district is directed toward. Goals- and standards-based evaluations are important because they help communicate expectations to the superintendent regarding individual improvement and district-level aspirations.

To set goals and standards, the school board must decide how the superintendent should spend the bulk of his or her time to help the school district meet its strategic priorities and goals. The school board and superintendent team must decide the areas that are most in need of the superintendent's attention.

The school board and superintendent are encouraged to develop the evaluation criteria and processes that meet their school district's needs. A hybrid approach that includes a limited number of performance goals and standards may be most helpful to the school board and superintendent. The process of setting performance goals, selecting the standards, and conducting the evaluation can be divided into three steps:

Step 1: Establish goals and standards
Step 2: Schedule and hold a mid-year formative evaluation meeting
Step 3: Schedule and hold an end-of-year summative evaluation meeting

Each step of the process is outlined below.

Step 1: Establish Goals and Select Standards

The school board and superintendent establish two or three district-focused goals and one or two professional development goals for the superintendent. The goals should be clearly aimed at improving student learning, the climate for student learning, and other specific areas of operational oversight. The goals detail expectations for the superintendent to accomplish during the next twelve months, understanding that circumstances may necessitate modifications during the year. Minnesota Rules 3512.0510, which can be helpful in setting superintendent goals, can be found beginning on page A-10.

When possible, measurable progress indicators (the evidence the school board expects to receive from the superintendent for use in determining whether the goals have been accomplished) should be mutually agreed upon by the school board and superintendent. Each measurable progress indicator should be clear, understood by both the school board and superintendent, and recorded under the goal. The sample document found on page A-1 details two possible superintendent goals and evidence associated with each goal.

Once the goals have been selected and the relevant evidence is identified, the school board and superintendent work together to identify standards to be assessed based on the school district's strategic goals and priorities. Each standard includes specific elements that further define the superintendent's responsibilities within the standard. The level of performance is progressive in nature and moves from ineffective to highly effective.

Each year, select two or three standard(s) and all or some of the elements within the selected standard(s). A standard may support (an) established superintendent goal(s), school district goal(s), or a clearly defined operational or organizational area of focus. A list of eight possible standards and associated elements is provided below. A sample completed evaluation form that includes both goals- and standards-based criteria can be found beginning on page A-4. Evidence of performance should also be identified.

Standard	Elements
Governance Team	• Roles and Responsibilities • Goals and/or Strategic Plan • Policy Implementation • Information for Decision-Making • School Board Questions and Development
School District Finances	• Budget Development and Maintenance • Financial Statements • Financial Controls • Bond and Levy • Asset Protection
Communication and Community Relationships	• Relationship with the Community • Engagement • Informs the Community as a Whole • Advocacy • Media • Visibility and Approachability
School District Operations	• Facilities • Transportation • Food Service • Technology • Maintenance • Personnel
Human Resources	• Internal Communications • Personnel Concerns • Delegation of Duties • Visibility and Approachability • Hiring and Staff Development • Collective Bargaining and Union Relations • Evaluation
Teaching and Learning	• Staff Development • School Improvement • Curriculum and Instruction • Professional Knowledge of Teaching and Learning • Culture of Cooperation
Student Support	• Student Engagement and Feedback • Student Attendance • Support for Students • Student Discipline • Culture of Cooperation • School Safety and Security • Emotional Health and Social Needs
Ethical and Inclusive Leadership	• Ethics and Professional Behavior • Interactions with Staff, Students, and Community • Professional Practice • Diverse Communities • Cultural Competency • Equity Plan Implementation

Standard 1. Governance Team				
Element 1.a. Roles and Responsibilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear	*Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities*	*Articulates and adheres to the roles and responsibilities of the school board and superintendent*	*Does not articulate or adhere to the roles and responsibilities of the school board and superintendent*	
Element 1.b. Goals and/or Strategic Plan				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals	*Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals*	*Goals have been developed but no overall plan or alignment of resources exists*	*Goals are not developed.*	
Element 1.c. Policy Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process	*Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making*	*Occasionally acts without following school board policy*	*Does not follow or rely on school board policy. Uses personal discretion in decision-making*	
Element 1.d. Information for Decision-Making				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations	*Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations*	*Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective*	*Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information*	
Element 1.e. School Board Inquiries and Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols	*School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time*	*School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed*	*School board questions are rarely answered. Does not promote school board development. No communication protocols exist*	

Standard 2. School District Finances				
Element 2.a. Budget Development and Maintenance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives	*Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives*	*Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district*	*Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs*	
Element 2.b. Financial Statements				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes	*Regularly reports to the school board concerning budget and financial status*	*Reports status of financial accounts as requested by school board*	*Does not report financial information to school board other than annual audit*	
Element 2.c. Financial Controls				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances	*Is current with general and state accounting procedures; maintains internal controls*	*Uses annual audit to reveal discrepancies; internal controls are inconsistent*	*Annual audit reveals areas in need of improvement; financial accounts are not in order*	
Element 2.d. Bond and Levy Campaigns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities	*Helps school board develop community engagement strategies that build support for levies and bonds*	*Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner*	*Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns*	
Element 2.e. Asset Protection				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs	*Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals*	*Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities*	*Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful*	

Standard 3. Communication and Community Relationships				
Element 3.a. Relationships with the Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.	*Creates relationships with public and private sectors*	*Reluctantly seeks some relationships with public or private sectors*	*Has no relationships with public and private sectors and shows no interest in pursuing partnerships*	
Element 3.b. Engagement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process	*Solicits input from select external groups and individuals*	*Very rarely seeks input from external groups and individuals*	*Demonstrates lack of regard for input and influence of external groups and individuals*	
Element 3.c. Informs the Community as a Whole				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities	*Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities*	*Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities*	*Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities*	
Element 3.d. Advocacy				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions	*Assumes leadership role through numerous contacts with government officials to protect and promote students' interests*	*Engages with government officials to protect students' interests*	*Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interests*	
Element 3.e. Media				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Actively engages media; maintains professionalism with media; seeks to promote school district in media and community	*Is cooperative with media; seeks to promote school district in media*	*Passively and reluctantly communicates with media*	*Does not communicate with community*	
Element 3.f. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Is visible and approachable by members of the community; attends many and varied events	*Is visible and approachable by community; attends some events.*	*Attends few events and is seldom approachable by community*	*Is neither visible nor approachable by community*	

Standard 4. School District Operations				
Element 4.a. Facilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding	*Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future*	*Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis*	*Facilities management plan is not created; maintenance is performed only when absolutely needed*	
Element 4.b. Transportation*				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed	*Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed*	*Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed*	*Transportation department operates haphazardly without long-range plan for replacing school district vehicles as needed*	
Element 4.c. Food Service**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards	*Ensures food service operates efficiently and effectively most of the time and that meals meet government standards*	*Food service operates with a deficit; meals meet government standards*	*Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing*	
Element 4.d. Technology				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure	*Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure*	*Technology plan in place, but no replacement plan for hardware, software, and infrastructure*	*No technology plan in place; no replacement plan for hardware, software, and infrastructure*	
Element 4.e. Maintenance***				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures maintenance department operates efficiently and effectively and has a system for reporting and/or handling work orders in timely manner; schedule for maintenance is in place and is followed	*Ensures maintenance department operates efficiently and effectively most of the time; most work orders are completed in timely manner*	*Maintenance department operates on day-to-day basis, with no system for reporting and/or handling work orders*	*Maintenance department operates haphazardly with no system for reporting and/or handling work orders*	
Element 4.f. Personnel				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures sites are staffed appropriately; staff receive on-going professional development	*Most sites are staffed appropriately; staff receive on-going professional development*	*Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used*	*Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized*	

** Note 4.b.: Safety is a concern regardless of whether the school district operates its own transportation services or contracts with an outside vendor.*

***Note 4.c.: Providing nutritious meals is important regardless of whether the school district operates its own food service or contracts with an outside vendor.*

****Note 4.e.: School district facilities and grounds management is important regardless of whether the school district operates its own maintenance programming or contracts with an outside vendor.*

Standard 5. Human Resources				
Element 5.a. Internal Communications				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input	*Keeps staff informed of most important matters and seeks input annually*	*Inconsistently keeps staff informed of important matters*	*Lacks specific system to inform staff of important matters or fails to seek input*	
Element 5.b. Personnel Concerns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies	*Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality*	*Establishes policies and procedures, but does not implement them consistently*	*Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency*	
Element 5.c. Delegation of Duties *				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills	*Delegates responsibility to appropriate staff*	*Is reluctant to place much authority or decision-making with key staff*	*Tightly controls decisions made within administrative team*	
Element 5.d. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies	*Is visible and approachable by staff; visits buildings and/or classrooms*	*Seldom visits buildings; attends few building events and activities; is not approachable*	*Is neither visible nor approachable by staff; is isolated from staff*	
Element 5.e. Hiring and Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind	*Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff*	*Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently*	*No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff*	
Element 5.f. Collective Bargaining**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Assists school board in preparing for and conducting negotiations	*Is proactive in preparing for collective bargaining by sharing appropriate information*	*Accepts that collective bargaining is necessary and may be challenging*	*Does not seek to understand and/or improve collective bargaining*	
Element 5.g. Evaluation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district	*Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed*	*Assures evaluations are completed, but are consistent or not in compliance with state law*	*No performance evaluation system in place; evaluations not completed as required by state law*	

**Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.*

***Note 5.f.: School district-related negotiations processes vary based on negotiations philosophy, approach, and models used.*

Standard 6. Teaching and Learning				
Element 6.a. Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement	*Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement*	*A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities*	*No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement*	
Element 6.b. School Improvement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress	*Ensures school improvement plans are in place at all buildings and align with school district-wide goals*	*School improvement plans are in place at building level, but lack school district-wide coordination*	*School improvement efforts are limited; no comprehensive plan in place*	
Element 6.c. Curriculum and Instruction				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures curriculum is in place, aligned across grade levels, and complies with state standards; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning	*Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning*	*Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place*	*Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction*	
Element 6.d. Professional Knowledge of Teaching and Learning				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district's benefit	*Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities*	*Is somewhat knowledgeable of current instructional programs; relies on others for information/data*	*Is uninvolved in current instructional programs; is unaware of current instructional issues*	
Element 6.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Develops and supports open, productive, caring, and trusting relationships among staff	*Encourages open, productive, caring, and trusting environment among staff*	*Haphazardly supports open, productive, caring, and trusting environment among staff*	*Culture of trust does not exist*	

Standard 7. Student Support				
Element 7.a. Student Engagement and Feedback				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals	*Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting*	*Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it*	*Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback*	
Element 7.b. Student Attendance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level	*Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving*	*Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate*	*Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing*	
Element 7.c. Support for Students				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students' learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning environment for students	*Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students' range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful school environment exists*	*Academics, supports, services, extracurricular activities, and accommodations to meet some students' range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is sustained for most students*	*Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students*	
Element 7.d. Student Discipline				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis	*Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly*	*Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students*	*Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students*	
Element 7.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Develops and supports open, productive, caring, and trusting school culture among students	*Encourages open, productive, caring, and trusting school culture among students*	*Haphazardly supports creation of open, productive, caring, and trusting school culture among all students*	*Trusting school climate does not exist*	

Element 7.f. School Safety and Security				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities	*Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities*	*Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills*	*No plan has been developed to assure school district buildings and grounds are safe and secure*	
Element 7.g. Emotional Health and Social Needs				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis	*Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented*	*Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed*	*No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist*	

Standard 8. Ethical and Inclusive Leadership				
Element 8.a. Ethics and Professional Behavior				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness	*Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner*	*Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner*	*Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner*	
Element 8.b. Interactions with Staff, Students, and Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information	*Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships*	*Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships*	*Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships*	
Element 8.c. Professional Practice				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Demonstrates high level of self-awareness of and commitment to improve upon professional practice	*Demonstrates self-awareness and need for improved professional practice*	*Has awareness of need to improve on professional practice*	*Does not demonstrate awareness of need to improve professional practice.*	
Element 8.d. Diverse Communities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Fosters formal and informal partnerships with diverse groups to support mutual goals.	*Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community*	*Becomes familiar with views and characteristics of diverse groups within the community*	*Does not recognize or respond to the existence of diverse groups in the community*	
Element 8.e. Cultural Competency				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making	*Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom*	*Assures that staff has necessary cultural competence to respond to students' needs*	*Does not use strategies that recognize and capitalize on community's diversity*	

Element 8.f. Equity Plan Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner	*Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development*	*A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds*	*No plan to achieve equity has been developed*	

Step 2: Schedule and Hold a Mid-Year Evaluation

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's Open Meeting Law (Minnesota Statutes Chapter 13D) and the Minnesota Government Data Practices Act (MGDPA) (Minnesota Statutes Chapter 13).*

Midway through the evaluation cycle, school board members should conduct a formative evaluation of the superintendent to assess the superintendent's progress toward the established goals and standards. The superintendent may choose to complete a self-evaluation. The school board and superintendent should note that superintendent evaluations may be conducted more often.

The school board's completed formative evaluation form should be placed in the superintendent's personnel file and later attached to the summative evaluation. Please see the sample superintendent evaluation timeline (page 5), the sample mid-year formative evaluation form (page A-5), and the sample superintendent self-evaluation form (page A-8).

Preparing for the Mid-Year and End-of-Year Evaluation Meetings

The process and procedures for preparing for and holding the mid-year and end-of-year evaluation meetings should be developed and documented well in advance to ensure the meetings run as smoothly as possible. One process a school board might follow is provided below.

- One month prior to the evaluation, the school board schedules a closed meeting in compliance with M.S. 13D.05, Subd. 3(a) for the purpose of discussing the superintendent's performance evaluation;
- One or two weeks prior to the closed evaluation meeting, the school board chair distributes the evaluation form to the other school board members for review and preparation prior to the evaluation meeting;
- During the evaluation meeting, the school board chair leads the discussion to help the school board reach a consensus on the superintendent performance. As they review each goal and standard, the school board members should note their ratings when appropriate and provide general comments on the superintendent's progress and/or growth;
- The school board chair writes the school board members' comments and ratings on the appropriate evaluation form. After the evaluation meeting, the form completed by the school board chair becomes the school board's overall mid-year or summative evaluation of the superintendent's performance. Once signed by the superintendent and school board chair, the completed form is placed in the superintendent's personnel file.
- The school board chair ensures that the school board complies with all of the requirements of M.S. 13D.05, Subd. 3(a).

**Note: When evaluating the superintendent's performance, school board members should be aware that any data that the school district collects is government data that may become the subject of a MGDPA request.*

Step 3: Schedule and Hold an End-of-Year Summative Evaluation Meeting

At the end of the evaluation cycle, the school board should conduct a summative evaluation of the superintendent. The school board assigns ratings, along with supporting evidence, based on the superintendent's accomplishment of the school board-approved goals and standards. The superintendent's presentations to the school board throughout year, other evidence and data, and an ongoing discussion of the superintendent's progress toward the goals and standards will provide school board members with important information to support their evaluation.

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's Open Meeting Law (Minnesota Statutes Chapter 13D) and the Minnesota Government Data Practices Act (Minnesota Statutes Chapter 13).* Please see the sample superintendent evaluation timeline (page 5) and a sample end-of-year summative evaluation (page A-6).

School board members prepare for the summative evaluation meeting by reviewing the established goals and standards to determine whether progress was made and/or growth or achievement has occurred. Each school board member should prepare to share observations and ratings for each goal and standard assessed. The school board chair facilitates the discussion and invites the superintendent to provide additional clarification/progress reports, if any, the school district-focused goals and professional development goals for the superintendent.

When considering the rating to choose, school board members should keep the following brief descriptions in mind:

- "**Highly Effective**" – the superintendent's performance goes above and beyond proficiency to achieve an exceptionally high level. This rating is relatively rare.

- "**Effective**" – the superintendent's performance is fully satisfactory, meeting all expectations at a high level. The superintendent not only meets goals and carries out plans effectively, but also shows flexibility and creativity in adjusting to changed circumstances or unexpected roadblocks and can articulate the progress to date and future plans.

- "**Developing**" – the superintendent's performance demonstrates many of the characteristics associated with effective performance, although a few exceptions and inconsistencies may exist.

- "**Ineffective**" – the superintendent's behavior does not demonstrate the characteristics associated with effective performance. The superintendent may behave contrary to expectations or may fail to show positive behaviors desired. This rating is relatively rare.

Based on the discussion, the school board completes an overall end-of-year summative evaluation form and provides a summary of its conclusions at its next open school board meeting. The school board chair ensures that a copy of the summative evaluation is placed in the superintendent's personnel file.

Tips for Conducting a Fair and Objective Evaluation Meeting

Holding the evaluation meeting requires prior thought and tact. The school board has a responsibility to evaluate the superintendent's performance. Unfortunately, no evaluation process or instrument is completely objective and some subjectivity is to be expected. However, every evaluation process should foster a fair analysis of the superintendent's performance.

Tips for conducting the superintendent's evaluation include:

- Maintain a respectful, professional process
- Focus on standards and goals, not personality
- Identify strengths in performance on which the superintendent can build
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting; use a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

OVERVIEW OF PART 3

Part 3: Appendices

1. Evidence Examples

2. Goals and Standards Evaluation Forms/Examples
   - Sample Form 1 – Establish Goals and Standards
   - Sample Form 2 – Mid-Year Formative Evaluation
   - Sample Form 3 – School Board's Final End-of-Year Summative Evaluation
   - Sample Form 4 – Final Performance Summary Sheet
   - Sample Form 5 – Superintendent Self-Evaluation Form (Optional)

APPENDICES

A. Evidence Examples

The validity, reliability, and effectiveness of the evaluation instrument chosen will rely upon school board members' use of evidence to rate the superintendent's performance regardless of whether the performance evaluation is a goal or standard. Evidence helps to demonstrate performance of the superintendent and removes guess work and subjectivity from the evaluation. Data sources are those documents, communications, newspaper articles, agendas, etc., that provide evidence of the superintendent's performance.

The data sources that serve as evidence of the superintendent's performance should be selected at the beginning of the evaluation cycle and be mutually agreed on by the school board and superintendent. Data sources should be limited to only what is needed to inform rating the superintendent's performance for a specific goal or standard. Excessive use of evidence clouds the evaluation process and wastes precious time and resources. The school board and superintendent should also establish when data sources are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

The following list provides a sampling of data sources that may be used as evidence of performance. The list is by no means exhaustive, but it provides an overview of many commonly created and used data sources. Again, the board and superintendent should work together to select the data sources that best demonstrate the superintendent's performance for each goal and/or standard to be assessed.

School District Policies, Plans, and Reports	Relevant Goal/Standard	Date Submitted
Administrative Calendar		
Affirmative Action Plan		
Auditor's Report		
Community Education Annual Report		
Community Survey		
Crisis Management Plan		
Diversity Training/Awareness Plan		
ESSA Accountability Report		
Long-Range Facilities Management Plan		
Minnesota Report Card		
Minnesota Student Survey Results		
NAEP Data		
Needs Assessment		
Q-Comp Plan		
School Improvement Plan		
Staff Handbook		
Strategic Plan		
Student Handbook		
Wellness Report		
World's Best Workforce Report		

School District Employees		
Background Check Verification		
Contract Negotiations Participation		
Grievances (number, reason, status)		
Hiring Process Documents		
Job Descriptions		
Instruction, Curriculum, and Assessment		
Instruction-focused Professional Development		
Presentations to Staff		
Professional Learning Communities		
Teacher Use of Student Data		
Students and Curriculum		
Bullying/Harassment Programs		
Celebrations of Student Achievement		
Character Education Program		
Curriculum and Instruction Audit		
Curriculum Team Meeting Agendas		
Enrollment Projections		
Equity Program Results		
Graduation Rates		
Open Houses		
Parent Classes		
Parent-Teacher Conferences		
Positive Behavior Supports		
Program Evaluation		
Registration Materials		
Student Achievement Data		
School District Finances		
Bids and Quotes		
Fund Management Policies and Procedures		
Grants Applied For/Received		
School District Budget		
Communications and Community		
Civic Group and Stakeholder Presentations		
Community Meeting Agendas/Minutes		
Community Partnerships		
Outreach Programs		
Parent Communications		
Relationship Building Efforts		
School District Communication Plan		
School District Earned Media		
School District Social Media Plan and Presence		
Superintendent Participation in Community Organizations		
Superintendent Professional Memberships		
Website Development, Maintenance, and Usage		

School Board and Administration		
Administrative Team Meeting Agendas/Minutes		
New School Board Member Orientation Program		
Policies and Administrative Procedures		
Recommendations to the School Board		
School Board and Administrative Goals		
School Board Meeting Agendas		
School Improvement Advisory Committee Minutes		
Workshops and Training Programs		

B. Evaluation-Related Forms

A school board and superintendent should collaborate to develop evaluation forms.

Below, five sample forms are provided. The content in each sample form illustrates the nature and extent of the content that might be provided. Your school district may choose to adopt one of these options or create its own evaluation forms.

Form 1: Establish Goals and Standards

The goals for the superintendent are set forth, together with the evidence to be provided to establish the superintendent's performance of the goal. The evaluation scale that the Governance Team will use to evaluate the superintendent's performance is included.

Form 2: Mid-Year Formative Evaluation Form

The superintendent's goals and the standards are stated and evidence of progress or growth to date is described. The school board then provides overall comments.

Form 3: School Board's Final End-of-Year Summative Evaluation

The superintendent's goals, which appear on Form 1, are set forth. The school board completes the evaluation scale for each goal and standard and, in addition, states an overall rating for the combined goals and standards. Qualitative guidance is included regarding the goals and standards. The superintendent is provided an opportunity to offer comments.

Form 4: School Board's Summary of its Conclusions

The school board provides a summary statement on each superintendent goal and standard.

Form 5: Superintendent Self-Evaluation Form (Optional)

The superintendent provides evidence of performance of each goal, together with evidence of progress/growth related to each goal. The superintendent also provides evidence of progress/growth on each standard, noting areas of strength and areas needing improvement.

SAMPLE FORM 1 – ESTABLISH GOALS AND STANDARDS	
Goal 1: Provide leadership to maximize use of school district resources	**Evidence of Performance 1:** By (month) of 20--, develop and implement a five (5) year capital improvement plan, identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting needs.
	Evidence of Performance 2: By the fall of 20__, develop a plan by which the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.
	Evidence of Performance 3: Annually prepare and submit a report to the school board concerning expected and unexpected revenue/expenditure changes for all funds for the current fiscal year and for the following three (3) years.
Goal 2: Provide leadership to strengthen school/community communications and relationships.	**Evidence of Performance 1**: Assess existing communication methods and identify preferred communication methods and content for internal and external stakeholders concerning volunteer and partnership opportunities.
	Evidence of Performance 2: Increase by __% the number of parents who "Agree" or "Strongly Agree" that "the school district provides timely and informative communication about the school district" on the school district's climate survey.
	Evidence of Performance 3: Conduct a minimum of four school district surveys and/or community meetings on specific school district programs or initiatives.

Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

Highly Effective (4)	***Effective (3)***	***Developing (2)***	***Ineffective (1)***	***Not Applicable***
Facilitates development of short- and long-term measurable school district goals and aligns available resources to accomplish goals	*Facilitates development of short-term and long-term school district goals and recommends financial strategies to meet goals*	*Goals are defined by implementing standards and seeking to maximize student achievement*	*Goals are not developed.*	

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

** No more than three standards should be evaluated at one time.*

*** Additional goals and/or standards/elements may be inserted above.*

SAMPLE FORM 2 – MID-YEAR FORMATIVE EVALUATION FORM*
Goal 1: Provide leadership to obtain and maximize use of the school district's resources.
Evidence of Progress and/or Growth to Date: Action plan with status update on plan, including: documents in progress or completed, minutes of staff/administrative team meetings on plan development, and specific school board policies and administrative rules/regulations developed or used to implement measurable indicators
Goal 2: Provide leadership to strengthen school/community communications and relationships.
Evidence of Progress and/or Growth to Date: A list was generated of the existing communication methods used with the community, volunteers, and partnership organizations; identifying the preferred modes of communication for each. Action plan outlining a timeline of data and input gathering surveys to be conducted and community meetings has been provided. One survey has been done, data analysis has been initiated.
Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan
Evidence of Progress and/or Growth to Date: Strategic planning process facilitator has been selected by the school board. Several planning sessions have been scheduled. The school board has approved new school district mission, vision, and beliefs statements and is developing the short- and long-range school district goals with community and staff input.
Overall Comments: **Goal 1:** The superintendent developed a detailed and workable action plan. The superintendent has implemented the action plan and has begun to develop short- and long-term goals for the school district, with input from our staff and administrative team. The school board encourages the superintendent to make the goals measurable, as financial strategies will need to be implemented to meet these goals. **Goal 2:** Initially, the school board thought it would review the data analysis of two surveys by this time. The surveys may be too broad given the results are generating an overwhelming amount of data. The community input meeting held this fall gleaned supportive and specific information regarding program input. This goal may be ongoing as the survey process and procedures are fine tuned.

Mid-Year Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

*Additional goals and/or standards/elements may be inserted above

SAMPLE FORM 3 – SCHOOL BOARD'S FINAL END-OF-YEAR SUMMATIVE EVALUATION*				
Place *one* check [✔] in each row for each goal and *one* check [✔] for overall rating.				
	4 Highly Effective	**3 Effective**	**2 Developing**	**1 Ineffective**
Goal 1: Provide leadership to obtain and maximize utilization of the school district's resources.				
Goal 2: Provide leadership to strengthen school/ community communications and relationships.				
Overall Goals Rating:				
Standard 1. Governance Team:				
Element 1.b. Goals and/or Strategic Plan				
Overall Rating Standards Ratings				
Overall Rating Goals and Standards (Combined)				

A. **For the goals and standards, which best illustrates the superintendent's greatest strength and why?** Our superintendent believes in school district strategic planning. The superintendent is very organized in his/her efforts to develop short- and long-term goals and to align available resources to that end. The superintendent is visible at community and school events, always cultivating open lines of communication with our stakeholders, and continually enhances positive relationships.

B. **For the goals and standards, which presented the superintendent with the greatest challenge and why?** The abundance of data generated by the survey given was overwhelming. As we move forward with the school district's new strategic plan, identifying the specific areas that need to be worked on and then inviting community and staff input, both survey and community meeting formats generated is important. The input was invaluable to developing the short-term and long-term goals for our school district and should continue.

C. **How might the school board enhance the superintendent's strengths and assist in overcoming challenges?** Community meeting involvement by individual school board members may support the superintendent. Using the information that the superintendent gleaned from the community will be important evidence for the alignment of resources as we build next year's school district budget. The expectation of up to four surveys a year needs to be revisited. Equal weight should be given to committee and group meeting input.

D. Superintendent's Comments:
We made good progress on the goals this year. We gleaned an abundance of information from our stakeholders and the community support is overwhelming. I have aligned school district resources to meet the community supported goals in our upcoming year's budget. With school board support, this budget will facilitate the needed changes. The comments above will be the basis of next year's goals.

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

* Additional goals and/or standards/elements may be inserted above.

SAMPLE FORM 4 – SCHOOL BOARD'S SUMMARY OF ITS CONCLUSIONS *
Goal 1: Provide leadership to obtain and maximize utilization of the school district's resources. **Summary Statement:** The superintendent effectively led our school district through a strategic planning action plan that included the development of short-term and long-term goals. These measurable goals will be the basis of an alignment of resources to accomplish these goals.
Goal 2: Provide leadership to strengthen school/community communications and relationships. **Summary Statement:** The superintendent effectively facilitated open communication with our community. The superintendent held small and large group meetings and surveyed stakeholders to get real time data on which to base the short- and long-term goals. This ongoing input is vital to the school district administration and school board as we set school district goals and meet the needs of all of our students.

Standard 1: Governance Team
Element 1.b. Goals and/or Strategic Plan **Summary Statement:** The superintendent facilitated the development of the school district's short-term and long-term goals. The superintendent recommended necessary financial strategies to meet those goals.

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

**Pursuant to M.S. 13D.05, Subd. 3 (a), the school board may close a meeting to evaluate the performance of an individual who is subject to its authority. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation.*

Note: The school board's summary must give enough information so that a reasonable person would know what occurred without disclosing private personnel data. For more information see page 7 or contact MSBA or MASA.

<table>
<tr><th colspan="2">SAMPLE FORM 5 – SUPERINTENDENT SELF-EVALUATION FORM (OPTIONAL)</th></tr>
<tr><td rowspan="3"><u>Superintendent Goal 1:</u> Provide leadership to obtain and maximize utilization of the school district's resources.</td><td><u>Evidence of Performance 1:</u> By (month) of 20--, develop and implement a five (5) year capital improvement plan identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting those needs.</td></tr>
<tr><td><u>Evidence of Performance 2:</u> By the fall of 20__, the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.</td></tr>
<tr><td><u>Evidence of Performance 3:</u> On an annual basis, prepare and submit a report to the school board concerning expected and unexpected revenue/ expenditure changes for all funds for the current fiscal year and for the following three (3) years.</td></tr>
<tr><td colspan="2"><u>Evidence of Progress and/or Growth Goal 1 to Date:</u> This year, I facilitated the school board's strategic planning process. School district staff and community members participated in developing the strategic plan. We are working to align the school district's resources and the strategic plan priorities and to guide school district decision making. We incorporated the school district's capital improvement plan into the strategic plan. I am cognizant of the school board's goal of establishing a 45-day fund balance reserve. I am pleased that we now have set aside an additional five days of fund balance this year and will continue to work toward the established fund balance goal in subsequent years. My annual report includes a review of expected and unexpected revenue and expenditures changes for the current fiscal year and projected scenarios for the next three years</td></tr>
<tr><td rowspan="3"><u>Goal 2:</u> Provide leadership to strengthen school/community communications and relationships.</td><td><u>Evidence of Performance 1:</u> Complete an assessment of existing communication methods and number of types of school district-related volunteer and partnership opportunities that identifies preferred communication methods and information wanted and needed about volunteer and partnership opportunities for both internal and external stakeholders.</td></tr>
<tr><td><u>Evidence of Performance 2:</u> Increase by __% the number of parents who "Agree" or "Strongly Agree" with the statement "The school district provides timely and informative communication about the school district" on the school district's climate survey.</td></tr>
<tr><td><u>Evidence of Performance 3:</u> Conduct a minimum of four school district surveys or community meetings related to specific school district programs or initiatives.</td></tr>
<tr><td colspan="2"><u>Evidence of Progress and/or Growth Goal 2 to Date:</u> Three surveys were conducted this year. The information from the staff and community was analyzed by the administrative team to determine trends and needs, presented to the staff and the community, and used to establish the strategic plan priorities. The strategic planning process resulted in new school district mission, vision, and belief statements, and measurable short- and long-term goals. The survey information was instrumental in the planning process. We will continue to conduct surveys annually, but we will need to be more specific and mindful in of what we want to know when generating the questions. Parents preferred the online survey format and suggested no more than two surveys per year. Doing this each year will get the parents in the routine of sharing their input and help them understand how important their input is to the school district.</td></tr>
</table>

Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan				
Believes in and facilitates the development of short- and long-term measurable school district goals and aligns available resources with the budget to accomplish these goals	*Facilitates the development of short-term and long-term goals for the school district and recommends necessary financial strategies to meet those goals*	*Goals are defined by implementing standards and seeking to maximize student achievement*	*Goals are not developed*	
Evidence of Progress and/or Growth Standard 1 to Date: Working through the strategic planning process this year has made me a believer in that process. The input from our stakeholders became the basis and impetus of our school board's planning. The strategic plan provides a firm foundation on which to make staff, facility, and resource decisions. We will revisit our strategic plan yearly and will glean ongoing input from our stakeholders to guide our work.				
Areas of Strength: As a result of this year's successful strategic planning process, I have become a strong proponent and advocate for the process and its importance in the school board's goal of providing a successful learning experience for all students. The strategic plan has focused us all on what is truly important. With this insight, we can use the school district resources appropriately and have made substantial progress toward the school board's fund balance goal.				
Areas Needing Improvement/Strategies for Improvement: I will take the advice of our stakeholders and streamline our online survey techniques. I will facilitate the school board's annual review and revision of the school district's strategic plan. This is a priority that is essential to support the school board's work.				

Evaluation Period: _____ to _____

***** Recommend no more than three standards be evaluated at one time.

** Additional goals and/or standards/elements may be inserted above.

*** MSBA and MASA do not recommend using 360-degree feedback tools for an evaluation because the school board directs the superintendent and should not delegate this responsibility to others. If 360-degree feedback is initiated, it should be used by the superintendent for growth purposes. The decision whether to share the results should be controlled by the superintendent.

2025-26 Superintendent Evaluation

Budget Development and Maintenance (ongoing goal)			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives	Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives	Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district	Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs

Operational Plan Development			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals	Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals	Goals have been developed but no overall plan or alignment of resources exists	Goals are not developed.

Student Engagement and Feedback			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals	Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting	Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it	Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback

ADDRESSING PRE_K SUPERVSION FOR THE 2025-26 SCHOOL YEAR

This Letter of Agreement is entered into by and between Independent School District No. 108, (hereinafter referred to as the "School District") and Ron Erpenback (hereinafter referred to as the "Principal")

WHEREAS, the School District and the Principal are parties to a collective bargaining agreement (hereinafter referred to as the "CBA") for the time period from July 1, 2024 to June 30, 2026; and

WHEREAS, the job duties are expanding for the Principal to supervise the Pre-K program at the elementary school; and

NOW, THEREFORE, in consideration of the promises and agreements Hereinafter set forth, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto agree as follows:

1. The Principal will be compensated $3,000 for the supervision of Pre-K as an acknowledgement of the expansion of his duties as Principal.