



Fridley Public Schools School Board Business Meeting Agenda

Tuesday, May 18, 2021 at 7:30 PM

Fridley Community Center

6085 7th Street NE

Fridley, MN 55432

A. Call to Order, Pledge of Allegiance	
B. Approval of Agenda with Suggested Motions and Resolutions	
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2. FCC Presentation	21
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2. Motion: Approval of the FCC Parking Lot Construction/Reconfiguration Project Sealed Bid Request	34
F. Consent Agenda	
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2. Monthly Financial Reports	39
3. New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements	41
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I. Important Future School Board Dates	
1. Northwest Suburban Integration School District (NWSISD) Joint Powers Board Meeting May 19, 2021 at 6:15 PM	

2. AMSD Board Meeting
May 21, 2021 at 7:00 AM
3. Schools for Equity in Education
May 27, 2021 at 9:00 AM
4. Fridley Public Schools Board Meeting
June 1, 2021
Work Session, 5:30 PM
Fridley Community Center
5. NE Metro 916 Board Meeting
June 2, 2021 at 6:00 PM
6. Fridley Public Schools Board Meeting
June 15, 2021
Work Session, 5:30 PM
Open Forum, 7:00 PM
Business Meeting, 7:30 PM
Fridley Community Center

J. Adjournment

Tuesday, May 18, 2021
School Board Business Meeting
Motions

A. Call to Order, Pledge of Allegiance

B. Approval of Agenda with Suggested Motions and Resolutions

1. Suggested Motions and Resolutions

Suggested Motion: Motion by _____, seconded by _____ to approve the agenda for May 18, 2021.

C. Spotlight on Recognition

D. Superintendent and Staff Reports

E. Business Action Items

1. Motion: Approval of School Year Calendars for 2022-2023, 2023-2024 and 2024-2025

Suggested Motion: Motion by _____, seconded by _____, to approve the school year calendars for 2022-2023, 2023-2024 and 2024-2025.

2. Motion: Approval of the FCC parking lot construction/reconfiguration project

Suggested Motion: Motion by _____, seconded by _____, to approve the FCC parking lot construction/reconfiguration project.

F. Consent Agenda

Suggested Motion: Motion by _____, seconded by _____ to approve the consent agenda of routine action items including minutes of the special School Board meeting held on April 28, 2021, and the work session held on May 4, 2021; Monthly Financial Reports; and New Contracts, Amendments, Leaves of Absence, Terminations, Resignations and Retirements; Casual Employees' Salaries; Meal Prices for 2021-2022.

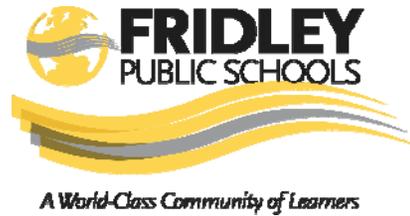
G. Written Information

H. Reports from School Board Members

I. Important Future School Board Dates

J. Adjournment

Suggested Motion: Motion by _____, seconded by _____, to adjourn at__.

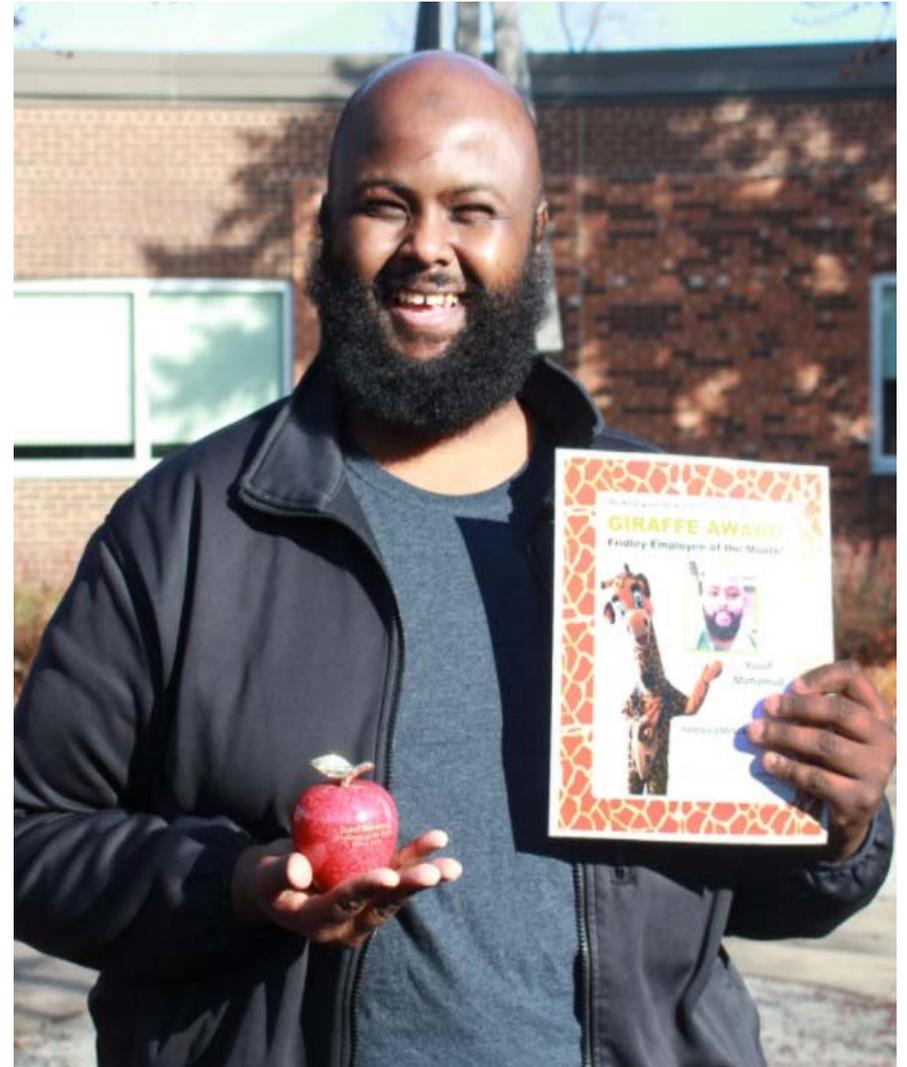


Employee of the Month

March, April & May 2021

**Employee of the Month for
March 2021:**

Yusuf Mohamud



**Employee of the Month for
April 2021:**

Jason Brun



**Employee of the Month for
May 2021:**

Laura Dmohoski



Yusuf Mohamud

Employee of the Month – March 2021

Mr. Yusuf Mohamud is a dedicated staff leader within our Hayes school community and an important member of the Equity and Inclusion Team. Yusuf brings his wisdom, experience, critical questioning skills, student centered lens and sense of humor to our team. His role encompasses many different things, and he balances his vast responsibilities with calmness and grace. He connects with students from elementary, middle, high school and ALC. Yusuf serves our scholars well, as a mentor, a teacher, and someone they can count on for outrageous love when they need it most. He is always kind and positive in his interactions and has a unique way of making all he interacts with feel valued, heard, and safe. In addition to working with our scholars, Yusuf is also a teacher of our staff. He facilitates learning opportunities for us to grow in our personal and professional journey with equity and inclusion. He is mindful of his approach in entering courageous conversations and pushes us as staff, to think critically about the decisions we make each day to serve our scholars well. All in all, our community is thankful for the gifts Yusuf brings to our community each day. For these reasons, he has been awarded Fridley's District Employee of the Month

- Gaeli Iverson, Principal at Hayes Elementary School

Jason Bruns

Employee of the Month – April 2021

Congratulations to Jason Bruns, our Employee of the Month for April! Jason has served as a custodian at Fridley High School for one school year. Jason is hard-working, patient, calm, and collaborative. In addition, he is positive about his daily work, and is willing to help out wherever needed. As one staff member states, "Jason's positive energy and can do attitude gets jobs done efficiently, effectively, and even with a mask, he does it with a smile. He is here bright and early in the morning and can be seen at the end of the day with the same smile. He understands the balance and demands of the job, clearly asks questions to ensure the job can be completed correctly; he is knowledgeable, and his integrity is in his work." We are lucky to have Jason as a member of our team and congratulate him on the honor of Employee of the Month!

- Patty Hand, Principal at Fridley High School

Laura Dmohoski

Employee of the Month – May 2021

Laura Dmohoski does exceptional work in the Stevenson health office. Laura is in an incredibly challenging position this year as she responds quickly to our students needing care and is in constant communication with families. She remains calm and positive in difficult situations. Laura goes above and beyond as she works on proactive safety planning to prepare staff for unexpected events. In addition, she is a contributing member of our school community. She collaborates well and is a good team player. Recently, she brought in an antique sewing machine to showcase historical inventions for our first graders. We are thrilled Laura is part of our Stevenson staff and grateful for all of her contributions. No matter what comes at Laura, we can count on her to help.

- Veronica Mathison, Principal at Stevenson Elementary School



A World-Class Community of Learners

Fridley Public Schools Retirees 2020-2021

Over 105 years of service!



Marian Calabrese
Paraeducator at FCC



Frankie Fetrow
Paraeducator at RLS



John Piotraschke
Director of Teaching & Learning



Gail Ricks
Special Ed at HYS



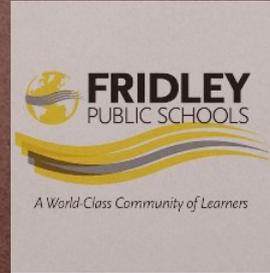
Linda Snyder
District Nurse



Ronalie Solz
Media Clerk at RLS

A Giraffe's Journey Around the Sun

Written By:
The 2020-2021 Dedicated Staff, Scholars & Families of Hayes Elementary



June flew by like a sprint and then came July... Giraffe staff were hard at work as the summer went by...

“Two schools in one” - some would be hybrid and others online. What could this look like? Could we discover in time





	Monday	Tuesday	Wednesday	Thursday	Friday
7:24-10:00	Ask Mrs. La Abate	Ask Mrs. La Abate	Ask Mrs. La Abate	Ask Mrs. La Abate	Ask Mrs. La Abate
10:11-10:16	Edgemony / other	Edgemony / other	Edgemony / other	Edgemony / other	Edgemony / other
11:12-12:00	Edgemony / other	Edgemony / other	Edgemony / other	Edgemony / other	Edgemony / other
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1	Student Check-In	Student Check-In	Prep	Student Check-In	Student Check-In
1:00-1:45	Student Check-In	Student Check-In	Group 1 & 2 Meet 1:22	Student Check-In	Student Check-In
1:45-2:00			Prep		
2:00-2:45	Group 1 Story Slitch Starting 9:28 Meet 1:43	Group 2 Story Slitch Starting 9:28 Meet 1:43	Group 3 & 4 Meet 1:43 Student Check-In	Group 3 Story Slitch Starting 9:28 Meet 1:43	Group 4 Story Slitch Starting 9:28 Meet 1:43
Group 1:	Abdellahman Adja	Alexia, Amant	Destiny Melissa	Pf/Days, Sophia	De, Terrence Yusuf
Group 2:	Akhi, Aamodhya	Stephan, Joseph	Kyler, Nick	Payton, Nannon	Sybil R, Tashan
Group 3:	Adrianna R. Bryan	Calah, Harmony	Hadi, Jaylaan	Marcy, Okembi	Yafra
Group 4:	Abdulqadir, Aishan	Dalilah, Eza	Ezra, Mervin, Nofyann	Sybil V, Taylor	Wahid, Zain

ALL IN was the plan - with very little summer rest... our staff and our scholars, brought forth their very best.

For hybrid and DL the “master schedules” were set. Our scholars’ bright smiles that first day, we’ll never forget.

To say getting ready was easy - would simply... not be true. But the brilliance in planning we will show you...

With hybrid, our giraffe scholars came two days a week - a smaller class size for our teachers, but still an incredible feat.

You see, with 12 in your classroom that leaves 12 more at home, our teachers too dedicated to let any of their scholars roam.

So day after day and night after night, our teachers connect, air-hugging their scholars tight.



14



4



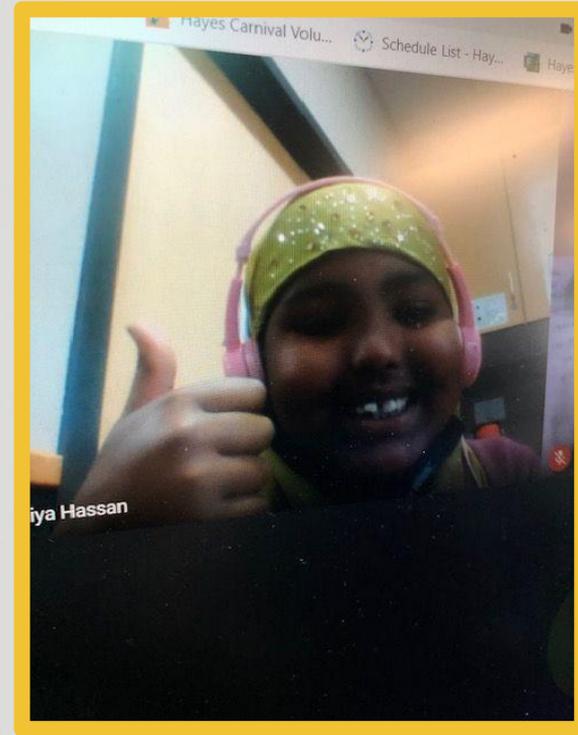
And then right down the hall - others learning online. A lasting partnership between school and home we'd begin to define.

Between virtual tools and an online classroom space - parents, scholars and teachers gave so much time and incredible grace.

The learning was new, but rigorous too. Our young scholars rose to the occasion, as they always do.

Learning's profound, both in person and online... the collaborative efforts between your house, the school and mine.

The challenges and guidelines - you see they kept coming... but our system worked hard, learning, teaching and loving.





Be safe, Be Responsible, Be Kind...On the playground

33 views · 1 month ago



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Dislike



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Download



Save



Hayes Elementary School
18 subscribers

SUBSCRIBE

Transitions were asked,
because safety came first...
but the learning continued
and the support never burst.

Tired we are... but still
standing tall... continuing to
nurture our scholars through
it all.

17

7

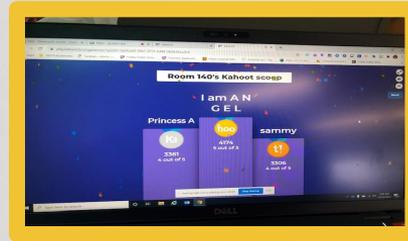
The hearts of our giraffes are an incredible size; their collaborative efforts amaze our eyes.

The next chapter is one that is still untold, but no matter the task our learning community enters it bold.

Loss of learning this year is not even a thing...we learned, together, we can tackle any obstacle a pandemic may bring.



18



8



And “bringing our learning”... is exactly what we’ll do, as the next mountain we will climb, will have challenges and disruptions too.

We are better together - and this year we really grew... our accomplishments have shown there isn’t much we can’t do.

So, into the future - we look ahead to the fun... of our next big adventure, our next trip around the sun.

Our Journey



20

10



A World-Class Community of Learners

Fridley Community Center 2020-21

Lifelong Learning: Opportunities for All Ages

Community Center Lead Staff

- Dr. Jason Bodey – Alternative Services Principal
- Stephen Keeler – Community Ed Director
- Maggie Chandler – Adult & Youth Programs Coordinator
- Dr. Valerie Anderson – ECFE Coordinator
- Karin Beckstrand – PYP Preschool & Targeted Services Coordinator
- Dan Wold – Auditorium & Events Coordinator
- Sally Leone – Tiger Club Childcare Coordinator
- Christine Haubach - Facilities & Senior Programs Program Manager
- Christy Johnson – Community Ed Secretary
- Katie Brown – Preschool/MET (MARSS, Enrollment, Transportation) Secretary
- Jordan Wright - Tiger Club & Senior Program Secretary
- Xong Yang - Equity & Inclusion Specialist
- Alaina Dehnke – Social Worker
- Anna Markwardt - School Psychologist



22
Lifelong Learning: Opportunities for All Ages

Restart, Rebuild, Restructure



23

Lifelong Learning: Opportunities for All Ages

Early Childhood Programs

- **Early Childhood Family Education (ECFE)**
 - High demand program offerings:
 - Mixed Age: Monday Night Live! & Daytime Mixed Age Class
 - Toddlers and Two's (12-36 months)
 - Infants and Parents (newborn-15 months)
 - Spanish Speaking fully interpreted class
 - Book Discussion
 - Creative Play Center (parent/child drop in play)
 - COVID Impact On Programs: Shortened classes, less capacity, still high participation
- **Early Childhood Screening – increased capacity with a dedicated Early Childhood Screener**
 - Can now screen as early as 3 years old
 - Seeing an increase in participation as COVID impact wanes
- **3-Year-Old Preschool 2020-21 (4 days a week) – 17 students**
 - 4 days per week (3 hours per day) – morning section
 - 4 days per week (3 hours per day) – afternoon section



Early Childhood Programs

- **4-Year-Old Preschool (Voluntary Pre Kindergarten): No cost to families, includes transportation**
 - June 2021 – graduating to kindergarten - 117 students (in person and distance learning)
 - Preschool model during COVID
 - state used our model as example in their planning documents
 - 83 registrations completed for 21-22 4-Year-Old Preschool
 - **New times:** 8:15 to 11:15 AM Morning Section & 12:00 to 3:00 PM Afternoon Section
 - PYP Authorized School - became authorized in December 2020
- **4-Year-Old Preschool Full Day Preschool with Tiger Club Childcare**
 - \$225 (\$250 for 20-21 SY) per week
 - 17 students enrolled in 20-21 SY
 - Should increase to 40 full day students in 21-22 SY
- **Fully utilized all Pathway II scholarship dollars (\$115,000)**
 - This is big, especially in light of reduced enrollment this SY

25



Tiger Club Childcare

4-Year-Old Full Day:

- \$225 per week for 21-22 SY
- New Hours for 21-22 SY: 7:30 AM - 4:30 PM

School-Age-Care:

- Critical Kids Care for entire district - March 2020 - March 2021
- Looking forward to summer with less COVID restrictions and higher kid numbers
 - 2020 Summer - 28 students the whole summer
 - 2021 Summer - Already at 35 students with lots of time to still enroll
- Before & After School Care back up and running as February 2021
 - We are looking at a big return in the Fall of 2021



Senior Programs

- **Senior Programs in a year of COVID**
 - Programs are starting to return
 - Connected with Seniors virtually and through our Newsletter/Catalog and individual outreach
 - Fuller return in the fall of 2021
- **New Leadership: Christine Haubach**
 - New and exciting approach
 - Connections to the Fridley Community
- **Major Programs that have returned:**
 - Quilting groups
 - BINGO
 - Senior Movies
 - Defensive Driving
 - and much more!
 - As COVID restrictions continue to decrease we will open more and more of our programs.



Fridley Community Theatre

Fridley Community Theatre
Presents

MAMMA MIA!

July 23-24-29-30 7 pm
July 31 2 pm
at Fridley District Auditorium

Visit www.FridleyCommunityTheatre.org for
Performance Information - 763-502-5100
Tickets go on Sale June 21

Mamma Mia! is presented through special arrangement with Music Theatre International (MTI).
All authorized performance materials are also supplied by MTI
www.MTIShows.com.

FRIDLEY COMMUNITY THEATRE
YOUTH PRODUCTION

THE PHANTOM TOLLBOOTH



BASED ON THE BOOK BY NORTON JUSTER
BOOK BY NORTON JUSTER MUSIC BY ARNOLD BLACK LYRICS BY SHELDON HARNICK
SHELDON HARNICK

JULY 9, 7:00 PM - JULY 10, 2:00 PM
FRIDLEY DISTRICT AUDITORIUM - 6000 WEST MOORE LAKE DRIVE

TICKET PRICES
GENERAL ADMISSION \$8 - STUDENTS 12 AND UNDER \$3
TICKET SALES INFORMATION TO BE RELEASED CLOSER TO PERFORMANCE

FOR INFORMATION CALL 763-502-5100
WWW.FRIDLEYCOMMUNITYTHEATRE.ORG

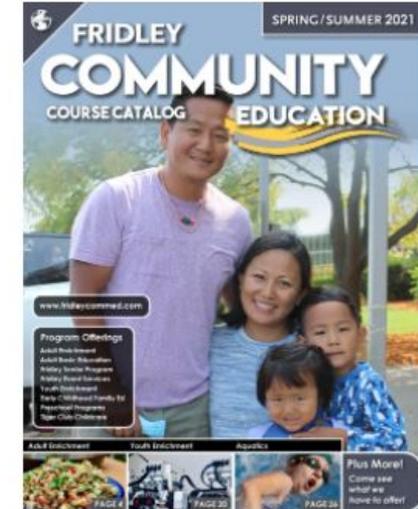
PHANTOM TOLLBOOTH IS PERFORMED WITH SPECIAL PERMISSION OF MUSIC THEATRE INTERNATIONAL (MTI).
ALL AUTHORIZED PERFORMANCE MATERIALS ARE SUPPLIED THROUGH MTI. WWW.MTISHOWS.COM.

Mamma Mia! will be FCT's 25th production since the program began in 2010.

The Phantom Tollbooth, a Youth Enrichment activity, has 30+ youth involved. This remains a huge hit amongst youth in Fridley!

Adult & Youth Enrichment, Aquatics, and Facilities Rental

- Adult:
 - Hybrid (virtual/in person) have been popular
 - Virtual classes in partnership with other Community Education departments have been a success
- Youth Services (Youth & Aquatics):
 - Summer sports camps and enrichment activities remain strong fixtures of the Youth Enrichment program
 - Youth and pool restrictions are easing which will help enrollment numbers
- Facilities:
 - We are looking forward to a full return of facilities use by the community
 - We are reaching out to past renters to garner interest
 - Restrictions are easing which will increase our ability to rent facilities
- General Trends:
 - We are seeing an increase in participation this spring/summer!
 - Staffing changes



Questions / Comments

30

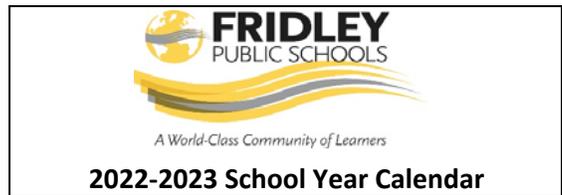
Stephen Keeler
Community Education Director
Fridley Public Schools
Stephen.keeler@fridley.k12.mn.us
763-502-5106

2022-2023

	M	T	W	R	F	
AUGUST	22	23	24	25	26	New teacher workshop week Aug 22-26
	29	30	31	1	2	Staff Dev Week Aug 29-Sept 1
SEPTEMBER	5	6	7	8	9	Labor Day Sep 5
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
OCTOBER	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	ED MN Conv Oct 20
	24	25	26	27	29	
NOVEMBER	31	1	2	3	4	
	7	8	9	10	11	Plan/Eval - Staff Dev - Nov 7-8
	14	15	16	17	18	
	21	22	23	24	25	Thanksgiving/Day after Nov 24-25
DECEMBER	28	29	30	1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	Winter Break Dec 23
	26	27	28	29	30	Winter Break Dec 27-29
JANUARY	2	3	4	5	6	Winter Break Jan 2
	9	10	11	12	13	
	16	17	18	19	20	Martin L. King, Jr Day Jan 16
	23	24	25	26	27	
FEBRUARY	30	31	1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	Presidents' Day Feb 20
MARCH	27	28	1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	Plan/Eval Mar 31
APRIL	3	4	5	6	7	Spring Break Apr 3-7
	10	11	12	13	14	
	17	18	19	20	21	No School Apr 21
	24	25	26	27	28	
MAY	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
JUNE	29	30	31	1	2	Memorial Day May 29
	5	6	7	8	9	Plan/Eval Day Jun 9
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

* No Meetings or School-Sponsored Activities 6-8 PM
 ** No Meetings or School-Sponsored Activities after 6 PM

	New Teacher Workshop-no school for students
	Staff Development Day-no school for students
	Evaluation and Planning Day-no school for students
	School not in session for teachers or students
	Parent Conferences-no school for students



	Student	Teacher
Midterm	44	51
Term 1	43	45
Midterm	43	44
Term 2	42	43
Total	172	183
Comp.		2
Grand Total	172	185

172 185

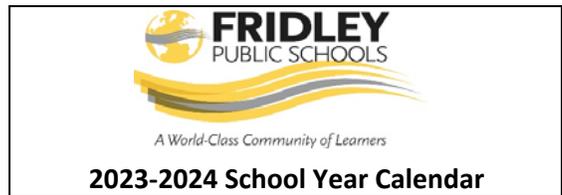
Usually last M-F of August
 Usually M-Th prior to labor day weekend + 2 more days
 4 of these during the year

2023-2024

	M	T	W	R	F	
AUGUST	21	22	23	24	25	New teacher workshop week Aug 21-25
SEPTEMBER	28	29	30	31	1	Staff Dev Week Aug 28-31
	4	5	6	7	8	Labor Day Sep 4
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
OCTOBER	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	ED MN Conv Oct 19
	23	24	25	26	27	
NOVEMBER	30	31	1	2	3	
	6	7	8	9	10	Staff Dev-Plan/Eval Nov 6-7
	13	14	15	16	17	
	20	21	22	23	24	Thanksgiving/Day after Nov 23-24
DECEMBER	27	28	29	30	1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	Winter Break Dec 22
	25	26	27	28	29	Winter Break Dec 26-29
JANUARY	1	2	3	4	5	Winter Break Jan 1
	8	9	10	11	12	
	15	16	17	18	19	Martin L. King, Jr Day Jan 15
	22	23	24	25	26	Plan/Eval - Staff Dev Jan 25-26
FEBRUARY	29	30	31	1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	Presidents' Day Feb 19
MARCH	26	27	28	29	1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	Spring Break Mar 25-29
APRIL	1	2	3	4	5	
	8	9	10	11	12	No School Apr 8 / Plan/Eval Apr 9
	15	16	17	18	19	
	22	23	24	25	26	
MAY	29	30	1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	Memorial Day May 27
JUNE	3	4	5	6	7	Plan/Eval Day Jun 7
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

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Term 2	41	43
Total	172	183
Comp.		2
Grand Total	172	185

172 185

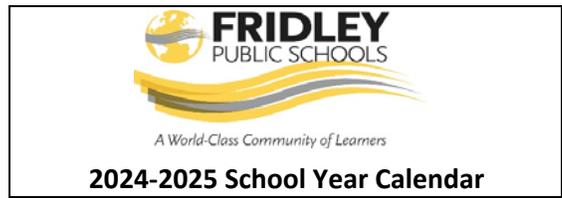
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 4 of these during the year

2024-2025

	M	T	W	R	F	
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	26	27	28	29	30	Staff Dev Week Aug 26-30
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	9	10	11	12	13	
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	23	24	25	26	27	
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NOVEMBER	28	29	30	31	1	
	4	5	6	7	8	Staff Dev - Plan/Eval Nov 4-5
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	6	7	8	9	10	
	13	14	15	16	17	Plan/Eval - Staff Dev Jan 16-17
	20	21	22	23	24	Martin L. King, Jr Day Jan 20
	27	28	29	30	31	
FEBRUARY	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	Presidents' Day Feb 17
	24	25	26	27	28	
MARCH	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	Plan/Eval Mar 28
APRIL	31	1	2	3	4	Spring Break Mar 31-Apr 4
	7	8	9	10	11	
	14	15	16	17	18	No School April 18
	21	22	23	24	25	
MAY	28	29	30	1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	Memorial Day May 26
JUNE	2	3	4	5	6	Plan/Eval Day Jun 6
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	

* No Meetings or School-Sponsored Activities 6-8 PM
 ** No Meetings or School-Sponsored Activities after 6 PM

	New Teacher Workshop-no school for students
	Staff Development Day-no school for students
	Evaluation and Planning Day-no school for students
	School not in session for teachers or students
	Parent Conferences-no school for students



	Student	Teacher
Midterm	41	47
Term 1	41	45
Midterm	47	48
Term 2	42	43
Total	171	183
Comp.		2
Grand Total	171	185

172 185

Usually last M-F of August
 Usually M-Th prior to labor day weekend + 2 more days
 4 of these during the year



FRIDLEY PUBLIC SCHOOLS

Barbie Roessler, Director of Finance and Operations | Barbie.roessler@fridley.k12.mn.us | 763-502-5004

To: Members of the School Board and Superintendent Hiel
From: Barbie Roessler, Director of Finance and Operations
Date: May 18, 2021
Subject: Approval to advertise for bids

Bryan Brown, Director of Buildings and Grounds, and I are requesting School Board approval to advertise for an upcoming parking lot project.

This is a parking lot construction project to allow for additional parking as well as address loading and unloading safety zones. The parking lot is located at the Fridley Public Schools Community Center. The size of this project is estimated to exceed \$175,000 and requires us to advertise for sealed bids.

The plan is to have the bid opening on Wednesday, June 9, 2021 at 10:00 AM at the Fridley Community Center. This will provide the necessary time needed to approve a contractor so the work can begin as soon as possible with the goal of finishing by the end of August 2021.

If the sealed bids received are not conducive to our needs or budget estimates, we have the right to reject all bids and advertise again for this project. It would then be slated for completion by the end of August 2022.



Minutes
School Board Work Session
Fridley Independent School District 14
May 4, 2021

Call to Order

The Work Session of the Fridley School Board was called to order by School Board Chair Prewedo at 5:30 PM on Tuesday, May 4, 2021, at Fridley Community Center. The following Board members were present: Abdisalam Adam, Ross Meisner, Donna Prewedo, Avonna Starck, and Carol Thornton. Absent: Jake Karnopp

The following items were discussed:

1. Update on Grade Span Change
2. Special Election blocked April, May 2022
3. School Resource Officer (SRO) Job Description
4. School Calendars for School Year 2022-2023, 2023-2024, 2024-2025

Adjourned at 7:27 p.m.

Donna Prewedo, Board Chair

Carol Thornton, Board Clerk

Minutes
School Board Special Meeting
Fridley Independent School District 14
April 28, 2021

Call to Order

Donna Prewedo called the Special Meeting of the Fridley School Board to order at 7:30 p.m. on Wednesday, April 28, 2021 via google meet. Present: Abdisalam Adam, Jake Karnopp, Ross Meisner, Donna Prewedo, Avonna Starck, and Carol Thornton. Absent: None.

Approval of Agenda

Motion by Meisner, seconded by Adam, to approve the agenda for April 28, 2021. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

Business Action Items

1. RESOLUTION: Accepting Gifts

WHEREAS, School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and

WHEREAS, Minnesota Statute 465.03 states the School Board may accept a gift, grant, or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members;

THEREFORE, BE IT RESOLVED, that the School Board of Fridley Public Schools accepts with appreciation the following gifts received by the School District:

- The following persons donated to **Fridley High School Band Program** for a total of \$100:
 - Class of 1980 classmates in honor of John Bailey
- The following persons donated to Fridley Nutritional Services for a total of \$135:
 - Laurie Brooks

Motion by Starck, seconded by Thornton, to accept the gifts and thank the donors for their contributions. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

2. RESOLUTION: Terminate and Non-Renew the Teaching Contract of Certain Non-tenured, Probationary Teachers for 2021-2022

WHEREAS, (names listed below) is a probationary teacher in Independent School District 14.

BE IT RESOLVED by the School Board of Independent School District 14 that pursuant to Minnesota Statute 122A.40, Subdivision 5, that the teaching contract of (teacher) a probationary teacher in Independent School District 14, is hereby terminated without pay or fringe benefits at the close of the current 2021-2022 school year.

BE IT FURTHER RESOLVED, that written notice be sent to said teacher regarding School Board termination and non-renewal of his/her contract as provided by law, and that said notice shall be in substantially the following form:

NOTICE OF TERMINATION AND NON-RENEWAL

April 29, 2021

Dear _____:

You are hereby notified that at a Special Meeting of the School Board of Independent School District 14 held on Wednesday, April 28, 2021, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2021-2022 school year. Said action of the Board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the School Board give its reasons for the non-renewal of your teaching contract. For your information, however, this action is taken for the following reasons: school district discontinuance of positions, financial limitations, state teacher licensure requirements, or you did not meet the performance standards required of a teacher in the Fridley School District. To submit an official request, please send it to the Director of Human Resources.

Thank you for your teaching service in our School District. Best wishes in the future.

Sincerely,

Carol Thornton, Clerk
Fridley School District 14 School Board

Motion by Meisner, seconded by Thornton, to approve the resolution to terminate and non-renew the teaching contract of certain non-tenured, probationary teachers for 2021-2022. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

3. Motion: Approval of the Superintendent Contract 2021-2024 for Dr. Kim Hiel

Motion by Karnopp, seconded by Starck, to approve the Superintendent Contract 2021-2024 for Dr. Kim Hiel. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

4. Motion: Second Reading and Adoption of Policies

- a. Policy 722 Public Data Requests
- b. Policy 721 Uniform Grant Guidance Policy Regarding Federal Revenue Sources
- c. Policy 795 School Attendance Areas and Optional Student Transfers

Motion by Adam, seconded by Thornton, to approve the Second Reading and Adoption of Policies 721, 722 and 795. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

Consent Agenda

Motion by Starck, seconded by Meisner to approve the consent agenda of routine action items including minutes of the regular School Board meeting, work session held on March 16, 2021, special meetings held on March 23, 2021 and March 29, 2021 and the work session held on April 6, 2021; Monthly Financial Reports; and New Contracts, Amendments, Lane Changes, Leaves of Absence, Resignations and Retirements; Insurance for Married Spouses MOUs; Agreement to Provide Special Education and Related Staffing by NE Metro 916; City of Fridley 7th Street Trail Project Easement Agreement; and 2021 Elections Joint Powers Agreement: Anoka County-ISD 14. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

Adjournment

Motion by Meisner, seconded by Starck, to adjourn at 5:49 p.m. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

Donna Prewedo, Board Chair

Carol Thornton, Board Clerk

**INDEPENDENT SCHOOL DISTRICT NO. 14
FRIDLEY, MINNESOTA
TREASURER'S REPORT
MONTH ENDING 4/30/21**

Fund	Balance 3/31/21	Receipts	Payroll Disbursements	A/P Disbursements	Journal Entry Transfers	Balance 4/30/21
General (01)	\$ 34,485,878.62	\$ 15,260,269.13	\$ 1,275,599.40	\$ 12,585,896.87	\$ (462,343.22)	\$ 35,422,308.26
Food Service (02)	599,690.54	196,886.69	33,729.61	67,280.48	(26,551.21)	669,015.93
Transportation (03)	(31,818,547.45)	116,495.98	9,685.69	363,091.86	(3,469.79)	(32,078,298.81)
Comm. Service (04)	201,503.73	72,541.36	85,786.28	81,626.03	(27,144.16)	79,488.62
Operating Capital (05)	(340,076.97)	-	-	8,027.39	-	(348,104.36)
Construction (06)	829,228.01	-	-	-	-	829,228.01
Debt Service (07)	1,158,504.98	-	-	-	-	1,158,504.98
Performance Contract (16)	(3,877,232.76)	-	-	-	-	(3,877,232.76)
Custodial Fund for Student Activities (18)	-	-	-	-	-	-
Activity Fund (19)	145,839.94	1,353.00	-	4,222.02	3,857.80	146,828.72
Dental Self Insurance (20)	282,521.11	114.00	-	18,615.16	26,600.33	290,620.28
Medical Self Insurance (21)	6,035,656.07	1,205.64	-	383,037.88	492,908.05	6,146,731.88
OPEB Trust Fund (25)	124,243.92	20,775.02	-	2,928.99	-	142,089.95
OPEB Debt Service (47)	141,336.67	-	-	-	-	141,336.67
Student Activities Under Board Control (51)	79,952.64	3,622.58	-	1,299.23	(3,857.80)	78,418.19
Total	\$ 8,090,170.69	\$ 15,673,263.40	\$ 1,404,800.98	\$ 13,516,025.91	\$ 0.00	\$ 8,800,935.56

Bank	Balance Per Bank Statement	Outstanding Checks	Outstanding Deposits	Balance per Treasurer's Books
MN Trust - OPEB	\$ 35,796.51	\$ -	\$ -	\$ 35,796.51
MN Trust - Operating	8,945,008.98	179,869.93	-	8,765,139.05
Total	\$ 8,980,805.49	\$ 179,869.93	\$ -	\$8,800,935.56

39

Difference \$ 0.00

Schedule of Investments

As of 4/30/21

Investment	Broker	Type	Purchased	Maturity	Market Value	Par	Yield
MN Trust Term Series	PMA - OPP	TS	04/26/21	05/25/21	11,000,000.00	11,000,349.60	0.04%
Third Coast Bank, SSB Certificate of Deposit	PMA - OPEB	CD	11/16/20	11/16/21	249,700.00	249,952.13	0.10%
Western Alliance Bank/Torrey Pines Bank Certificate of Deposit	PMA - OPEB	CD	11/16/20	11/16/21	249,700.00	249,964.32	0.11%
Bank 7 Certificate of Deposit	PMA - OPEB	CD	11/16/20	11/16/21	249,700.00	249,952.20	0.10%
Servisfirst Bank Certificate of Deposit	PMA - OPEB	CD	11/16/20	11/16/21	249,700.00	249,949.70	0.10%
CIBC Bank USA/Private Bank - MI Certificate of Deposit	PMA - OPEB	CD	12/18/19	12/17/21	242,500.00	249,792.51	1.50%
Luana Savings Bank Certificate of Deposit	PMA - OPEB	CD	12/18/19	12/17/21	242,500.00	249,775.00	1.50%
Veritex Community Bank Certificate of Deposit	PMA - OPEB	CD	01/20/21	01/20/22	249,700.00	249,955.95	0.10%
Azle ISD REF-TXBL	PMA - OPEB	SEC	01/08/20	02/15/22	225,495.60	220,000.00	1.60%
Kane SD #304-UNREF	PMA - OPEB	SEC	01/07/21	01/01/23	750,970.60	655,000.00	0.24%
Desert Sands USD-REF	PMA - OPEB	SEC	02/23/21	08/01/23	243,361.80	220,000.00	0.12%
NYC-D2-TXBL	PMA - OPEB	SEC	02/19/21	12/01/23	1,067,050.00	1,000,000.00	0.20%
Schenectady Co	PMA - OPEB	SEC	03/09/21	12/15/23	235,086.75	225,000.00	0.20%
Oklahoma City - TXBL	PMA - OPEB	SEC	01/07/20	03/01/24	220,160.00	200,000.00	1.70%
Totals					\$ 15,475,624.75	\$ 15,269,691.41	

Personnel Changes 2020-21 School Year

New Contracts and Amendments per Master Agreements (2020-2021)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Jeren	Anderson	IB Extended Essay Supervisor	Schedule C	FHS
Sarah	Armstrong	Lego League Advisor	Schedule C	Hayes
Jessica	Baker	IB Extended Essay Supervisor	Schedule C	FHS
Daren	Dressler	IB Extended Essay Supervisor	Schedule C	FHS
Khannie	Gbor	Essence Group Advisor	Schedule C	FHS
Trevor	Hess	Spring Strength Training Coach	Schedule C	FHS
Steve	Holt	IB Extended Essay Supervisor	Schedule C	FHS
Rachel	Imholte	IB Extended Essay Supervisor	Schedule C	FHS
Elizabeth	Jensen	IB Extended Essay Supervisor	Schedule C	FHS
Emily	Latzka	IB Extended Essay Supervisor	Schedule C	FHS
Tim	Leistikow	IB Extended Essay Supervisor	Schedule C	FHS
Jamie	McTavish	Water Safety Instructor/Lifeguard	Schedule C	FMS
Christine	Nalepka	Spring Strength Training Coach	Schedule C	FHS
Therese	Selin	Daily Teacher Sub	\$131.00/day	Hayes
Katie	Sneider	IB Extended Essay Supervisor	Schedule C	FHS
Dan	Terebayza	IB Extended Essay Supervisor	Schedule C	FHS
Michael	Wilmes	IB Extended Essay Supervisor	Schedule C	FHS

Leave Requests (2020-2021)

- Xong Cheng has requested a leave of absence from her Cook Assistant Manager position at Fridley Middle School, effective April 19, 2021 through May 7, 2021.
- Tammy Kowalzek has requested a leave of absence from her paraeducator position at Fridley High School from June 1, 2021 through June 10, 2021.
- Priyanka Rai requested a leave of absence from her clerical position at Stevenson Elementary effective April 5, 2021 through April 30, 2021.

Retirements (2020-2021)

- Ronalie Solz has submitted for retirement from her paraeducator position at Hayes Elementary School, effective June 10, 2021.

Casual Employee Salaries
2020-2022
effective 5/18/2021

	2015-16	2017-18	2020-21
Substitute Teachers (daily rate)	\$117.00	\$131.00	\$140.00
Substitute Teachers (daily rate) - Retiree from Fridley Public Schools, ISD 14		\$140.00	\$145.00
Casual Substitute - Clerical, Custodian, Paraprofessional, Food Service, Community Ed	\$11.37	\$13.25	\$14.00
Language Interpreter	\$31.84	\$31.84	\$33.11
Intramurals: Intramural Assistant	\$13.36	\$13.36	\$13.89
Piano Accompanist	\$25.00	\$25.00	\$26.00
Student Worker: Summer Buildings/Grounds Crew			\$14.00
Year 1	\$10.08	\$10.15	-
Year 2	\$10.88	\$11.00	-
Year 3	\$11.68	\$11.80	-
Student Worker: Technology/Auditorium/Nutritional Services / Other	\$7.54	\$9.80	\$10.24

If the Principal makes the request, it is permitted for retired clerical subs to be paid at the rate they received when they retired.



FRIDLEY PUBLIC SCHOOLS

TO: Members of the School Board and Superintendent Hiel
FROM: Renee Arbogast, Director of Nutritional Services
DATE: May 5, 2021
RE: Approval of Meal Prices for 2021-2022 School Year

RECOMMENDATION:

For the Board of Education to approve the following meal prices at a \$0 increase for 2021-2022.

Meal	Level	Price
Breakfast	All students	No charge
Breakfast	Adult	\$2.15
Lunch	Middle/High	\$2.85
Lunch	Elementary	\$2.60
Lunch	Reduced price – all students	No charge
Lunch	Adult	\$4.00
Milk only	All students	\$0.55



506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that all students are aware of and comply with school district expectations for student conduct. The School Board embraces the philosophy that compliance with established student behavior and disciplinary policies will enhance the school district's ability to maintain order and discipline as well as to 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 establishes that the nurturance of each student's growth and maturation are of primary importance and closely linked with the necessary balance between authority and self-discipline, as the student progresses from a child's dependence on authority to the more mature behavior of self-control.

The School Board further establishes that 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. The position of the school district is 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.40-121A.56.



A World-Class Community of Learners

Fridley Public Schools is committed to creating a welcoming, respectful environment that provides an equitable and inclusive education for each student, staff and community member by ensuring that opportunities, access, and resources are aligned to support the growth and academic achievement of each student.

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.

III. DEFINITIONS

- A. “Alternative educational services” may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center.
- B. “Dismissal” means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.
- C. “Exclusion” means an action taken by the School Board to prevent enrollment or reenrollment of a pupil for a period that shall not extend beyond the school year.
- D. “Expulsion” means a School Board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.
- E. “Parent” means (a) one of the pupil’s parents, (b) in the case of divorce or legal separation, the parent or parents with physical custody of the pupil, including a noncustodial parent with legal custody who has provided the district with a current address and telephone number, or (c) a legally appointed guardian. In the case of a pupil with a disability under the age of 18, parent may include a district-appointed surrogate parent.
- F. “Pupil” means any student: (a) without a disability under 21 years of age; or (b) with a disability until September 1 after the child with a disability becomes 22 years of age; (c) and who remains eligible to attend a public elementary or secondary school.
- G. “Removal from class” means any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class of activity period for a period of time.

- H. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days.

IV. AREAS OF RESPONSIBILITY

- A. School Board. The School Board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy; hold all school personnel, students and parents responsible for conforming to this policy; and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents.
- C. Principal. The school principal will have the responsibility and authority to formulate building rules and regulations necessary to enforce this policy. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers will be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the school administration. All teachers shall enforce the code of student conduct. In exercising the teacher’s lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing 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 other agent of a school district, in exercising his or her 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.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the code of student conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

V. STUDENT RIGHTS AND RESPONSIBILITIES

- A. All students have the right to an education and the right to learn.
- B. All students have the following responsibilities:
 - 1. For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;
 - 2. To attend school daily, except when excused, and to be on time to all classes and other school functions;
 - 3. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
 - 4. To make necessary arrangements for making up work when absent from school;
 - 5. To assist the school staff in maintaining a safe school for all students;
 - 6. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accordance with them;
 - 7. To assume that until a rule or policy is specifically waived, altered or repealed, it is in full force and effect;
 - 8. To be aware of and comply with federal, state and local laws;



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9. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
10. To respect and maintain the school's property and the property of others;
11. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
12. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
13. To conduct themselves in an appropriate physical or verbal manner;
14. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, 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 unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Hazing;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Opposition to authority using physical force or violence;
7. Using, possessing or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
8. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs or other controlled substances (except as prescribed by a physician), or look-alike substances, (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student.
10. Using, possessing or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
11. Using, possessing or distributing weapons, or look-alike weapons or other dangerous objects;
12. Violation of the school district weapons policy;
13. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

14. Possession, use or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
15. Possession, use or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
16. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
17. Violation of any local, state or federal law as appropriate;
18. Acts disruptive of the educational process, including, but not limited to, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
19. Violation of the school district's Internet Acceptable Use Policy;
20. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to laser pointers, pagers, radios and phones, including picture phones.
21. Violation of school bus or transportation rules or the district's bus safety policy;
22. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
23. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
24. Possession or distribution of slanderous, libelous or pornographic materials;
25. Violation of the district's Bullying Prohibition Policy;
26. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing

which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

27. Criminal activity;
28. Falsification of any records, documents, notes or signatures;
29. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means.
30. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism or collusion, including the use of picture phones or other technology to accomplish this end;
31. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
32. Sexual abuse and/or harassment;
33. Violation of the school district's Violence Prevention Policy;
34. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
35. Committing an act which inflicts bodily harm upon another person, even though accidental or a result of poor judgment;
36. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
37. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written that are discriminatory, abusive, obscene, threatening, intimidating degrading to other people, or threatening to school property;

38. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
39. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
40. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
41. Insubordination to teachers or other school district personnel;
42. Violation of the school district's one-to-one device rules and regulations:
 - 42.43. Violation of school rules, regulations, policies or procedures; including but not limited to, those policies specifically enumerated in this policy;
 - 43.44. Other acts, as determined by the school principal, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTIONS

The general policy of the school district is to utilize progressive discipline, to the extent reasonable and appropriate, based upon the specific circumstances and seriousness of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the teachers and administrators, or designee, who are responsible to enforce this policy. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district administration.

Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;



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- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. Petition County Court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act;
- T. Other disciplinary action as deemed appropriate by the school district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. 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 significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's

parent or guardian to discuss the problem that is causing the student to be removed from class.

- C. "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. 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.
- D. Grounds for removal from class shall include any of the following:
1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
 2. Willful conduct that endangers school district employees, surrounding persons, the student or other students, or the property of the school;
 3. Willful violation of any school rules, regulations, policies or procedures, including the code of student conduct in this policy; or
 4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- E. If a student is removed from class more than 10 times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and made reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- F. Teacher Procedures for Removal of a Student from a Class. Teachers are required to follow the legal procedures prescribed in law if and when they exercise their authority to remove a student from class. Those procedures will be specified by the school principal in writing and available to teachers who select to exercise this authority. The school procedures for teachers will include the following:

1. Specify procedures to be followed by a teacher, administrator or other school district employee to remove a student from a class;
2. Specify required approvals necessary;
3. Specify paperwork and reporting procedures.
4. Designation of where student is to go when removed;
5. Designation of how student is to get to designated destination;
6. Whether student must be accompanied;
7. Statement of what student is to do when and while removed;
8. Designation of who has control over and responsibility for student after removal from class.

G. Teacher Procedures for Return of a Student to the Class after Removal.

The school procedures for the teacher will include the following:

1. Specification of procedures;
2. Actions or approvals required such as notes, conferences, readmission plans.

H. Teacher Procedures for Notification.

1. Specify procedures for notifying students and parents/guardians of violations of the rules of conduct and resulting disciplinary action;
2. Actions or approvals required, such as notes, conferences, readmission plans.

I. Teacher Procedures for Disabled students; special provisions.

1. Procedures for consideration of whether there is a need for further assessment;
2. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and

3. Any procedures determined appropriate for referring students in need of special education services to those services.

J. Teacher Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. Establishment of a chemical abuse preassessment team pursuant to Minnesota state statute.
2. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota state statute.

K. Teacher Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

IX. DISMISSAL

- A. Dismissal involves the denial of the current educational program to any student, including suspension, exclusion, and expulsion. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to exclusion and/or expulsion from school. A student may be dismissed from school on any of the following grounds:

1. Willful violation of any reasonable School Board regulation, including those found in this policy;
2. Willful conduct that materially and substantially disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Suspension procedures.

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or

ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota state statute selected to allow the pupil to progress toward meeting graduation standards under Minnesota state statute 2, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.

8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.
 9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
 10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
 11. Notwithstanding the foregoing provisions, the student may be suspended pending the School Board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.
- D. Expulsion and Exclusion Procedures.
1. "Expulsion" means a School Board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled. The authority to expel rests with the School Board.
 2. "Exclusion" means an action taken by the School Board to prevent enrollment or reenrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
 3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act.
 4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
 5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This

notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education. The School Board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to the student's records and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including records upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the School Board and served upon the parties within two (2) days after the close of the hearing.
17. The School Board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The School Board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Minnesota Department of Education of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner within 21 calendar days of School Board action pursuant to Minnesota state statute. The decision of the School Board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minnesota state statute, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other Minnesota state statute. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race and special education status.

XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline



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records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act and Minnesota state statutes.

XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program or Enrollment in Nonresident District under Minnesota state statutes 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 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 seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XV. DISTRIBUTION OF POLICY



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The school district will notify students and parents of the existence and contents of this policy in such 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 to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XVI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the School Board, which shall conduct an annual review of this policy.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
~~Minn. Stat. § 121A.27 (School and Community Advisory Team)~~
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students With Disabilities)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.22 (Medical Cannabis; Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e) (1) (Manifestation Determination)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
[MSBA/MASA Model Policy 409 \(Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices\)](#)



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MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition 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 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
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)

School Board Action:

Revised as Policy 8.301
Revised as Policy 506 June 18, 2002
Revised July 15, 2008
Revised September 21, 2010
Revised February 18, 2014
Revised June 21, 2016
Revised September 20, 2016
Revised December 18, 2018
Revised April 21, 2020

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 on school premises, on school district property at school functions or activities, or on school transportation. 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.
- B. No teacher, administrator, contracted staff, other employee, or volunteer of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.

F. 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. 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.

G. 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 as defined in this policy.

- 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 reasonably possible.
- 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 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 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. "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



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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.

- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "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.
- H. "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 any 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.
- 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 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 shall take into account the factors specified in Section II.F. of this policy. 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 (Policy 506 Student Discipline) 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(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident, of the remedial action taken, to the extent permitted by law.

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 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 and 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 or 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, 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. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall 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 Minn. Stat. § 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 in the student handbook.

VIII. NOTICE



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- 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. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

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 Minn. Stat. § 121A.031 and other applicable law.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 8, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter School)
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)



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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 (Student Sex Nondiscrimination)
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 (Videotaping on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

School Board Action:

Adopted as Policy 514 Bullying, November 27, 2007
Revised July 15, 2014

Bullying Incident Report Form

“Bullying” means any written, verbal or electronic communication, or any physical act or gesture, which causes distress to one or more students and which substantially interferes with another student’s educational benefits, opportunities, or performance. Independent School District 14 maintains a firm policy prohibiting bullying in all forms.

Your name: _____ Today’s Date _____

Name of the person who bullied you: _____

Incident Details: Date _____ Time _____

Place _____

Reported to: _____ Date: _____

Describe what happened as clearly as possible, including exactly what was said or done by everyone involved. _____

(Continue on the back of this form if necessary.)

Names of witnesses:



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616 School District Systems Accountability

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district will also establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

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. ”–Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

- A. School District Goals. The school board shall establish district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.
- C. Implementation of Graduation Requirements
1. The Director of Teaching & Learning shall advise the School Board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. The School Board shall receive public input and comment and shall adopt or update this policy at least annually.
 2. The School Board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the School Board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Director of Teaching & Learning shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations.
 3. The educational assessment system component utilized by the School Board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The School Board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.
- D. District Advisory Committee
1. By October 15 of each year, the District Advisory Committee shall meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process and implementation of the Minnesota Academic Standards.
 2. The District Advisory Committee, working in cooperation with other committees of the school district shall provide active community participation in:



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- a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the assessment and evaluation process that will be used to measure progress toward the district goals;
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
- a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Minnesota Academic Standards.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement a site improvement plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
4. The District Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
- ~~a.~~ a. ~~The~~ Director of Teaching and Learning
 - b. Director of Special Services
 - ~~a-c.~~ c. Equity and Inclusion Coordinator
 - b. Principal
 - c. School Board Member
 - d. Student Representatives



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- e. One teacher from each building or instructional level
 - f. Two parents from each building or instructional level
 - g. Two residents without school-aged children, non-representative of local business or industry
 - h. Two residents representative of local business or industry
 - i. School District Test Administrator (if different from “a.” above)
5. Translation services should be provided to the extent appropriate and practical.

E. Reporting.

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the worlds’ best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this revaluation in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References:

[Minn. Stat. § 120B.018 \(Definitions\)](#)

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)

[Minn. Stat. § 120B.018 \(Definitions\)](#)

Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.35 (Student Achievement Levels)



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Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (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.* (No Child Left Behind 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 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 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

School Board Action:

Adopted as Policy June 21, 2016
Revised June 18, 2019
Revised January 21, 2020



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806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for the school 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 Fridley School District develops building-specific crisis management plans for each school building in the 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 first responders and other relevant community organizations. The school district will ensure that relevant first 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 along with the district Emergency Crisis Management Guide. Upon approval by the School Board, such crisis management plans shall be an addendum to this Crisis Management Policy. The 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 the 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 Building Crisis Response Team. A secondary method of communication should be included when the primary method of communication is inoperable. Each building will have access to an Emergency Crisis Management Guide to assist in the development of the building-specific crisis management plans. Finally, all general crisis procedures will address specific procedures for children 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 shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator/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. Provision for emergency evacuation will be maintained even in the event of a lock down. Each building administrator will submit lock down procedures for the building as part of the building-specific crisis management plan. Each building will conduct five lock-down drills each school year.
 - b. Evacuation Procedures. Evacuation of classrooms and buildings shall be implemented at the discretion of the building administrator or 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. Each building will conduct five fire drills and one tornado drill each school year.
 - 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 designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for the 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. Building Crisis Response Teams

- a. **Composition.** The building administrator in each school building will select a building crisis response team that will be trained to respond to emergency situations. All building crisis 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, building crisis response teams 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 building crisis response team members which will be updated annually. The building administrator and 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.
- b. **Leaders.** The building administrator or designee will serve as the leader of the building crisis response team and will be the primary contact for the emergency response officials. In the event the primary designee is unavailable, the designee list should include more that than one alternative designee and may include members of the building crisis 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 management plan shall include the method and date of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plan and shall receive periodic training on plan implementation.

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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 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 Preparation 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.
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 situations using primary evacuation 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 drills each school year.
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. receptionist, head custodian, etc.). The school district also will designate an administrator or designee to meet local fire or law enforcement agents upon their arrival.

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- 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 regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator 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 on file in the Emergency Crisis Management Guide 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 be 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 Systems:** The school district shall maintain a warning system designed to inform students, employees, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school district buildings.
- It shall be the responsibility of the building principal to inform students and employees of the system and the means by which the system is used to identify a specific crisis or emergency situation. Each 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 schools or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for each school closure (e.g. weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff,

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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. ~~Grief Counseling Procedures: Grief counseling procedures will set forth the procedures for initiating grief counseling plans. The procedures will utilize available resources including the school psychologist, counselor, community grief counselors, or others in the community.~~ Counseling procedures will be used whenever the superintendent ~~in consultation with~~ the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting or suicide. The ~~grief-behavioral health crisis intervention~~ counseling procedures shall include the following steps:

1. Administrator will meet the 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 received 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:



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1. Physical/structural recovery
2. Fiscal recovery
3. Academic recovery
4. Social/emotional recovery

IV. PROCEDURES INCLUDED IN THIS POLICY

Procedures for the various emergencies listed below are included in the Emergency Crisis Management Guide. After approval by the School Board, these adopted procedures will become an addendum to the Crisis Management Policy.

- A. Assault and Rape
- B. Bomb Threats
- C. Building Security
- D. Bus Accidents
- E. Chemical or Biological Threat
- F. Child Abuse
- G. Childnapping
- H. Civil Defense Alert
- I. Death
- J. Demonstrations/Disturbances
- K. Emergency Phone Numbers
- L. Evacuation/Relocation
- M. Fight/Disturbance
- N. Fire
- O. Hazardous Material Emergency
- P. Highly Contagious Serious Illness or Pandemic Flu
- Q. Intruder/Hostage
- R. Lock-down
- S. Media Procedures
- T. Medical Emergencies
- U. Phone Threats
- V. Post-crisis
- W. Sex Offenders
- X. School Emergency Response Team
- Y. Shelter-in-place
- Z. Shooting
- AA. Suicide
- BB. Utility Emergencies
- CC. Vandalism/Burglary
- DD. Weapons
- EE. Weather Related Emergencies

V. MISCELLANEOUS PROCEDURES



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A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pools areas, and custodial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in for visitors in school buildings (See also Policy 903)

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.

[Note: The Every Student Succeeds Act, 20 U.S.C. § 6301, et seq.; Title IX, 20 U.S.C. § 1681, et seq.; and the Unsafe School Choice Option, 20 U.S.C. § 7912, require school districts to establish such transfer procedures.]

Legal References:

Minn. Stat. Ch. 12 (Emergency Management)

[Minn. Stat. Ch. 12A \(Natural Disaster; State Assistance\)](#)

~~[Minn. Stat. 121A.06 \(Reports of Dangerous Weapon Incidents in School Zones\)](#)~~

Minn. Stat. § 121A.035 (Crisis Management Policy)

[Minn. Stat. § 121A.06 \(Reports of Dangerous Weapon Incidents in School Zones\)](#)

Minn. Stat. § 299F.30 (Fire Drill in School)

[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 on School Property)

Minn. Rules, Ch. 7511 (Fire Safety)

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:

Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)

Policy 413 (Harassment and Violence)

Policy 501 (School Weapons Policy)

Policy 506 (Student Discipline)

Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)



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Policy 903 (Visitors to the School District Buildings and Sites)

<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>

School Board Action:

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First Reading