

General Meeting of the Board
Thursday, April 25, 2024 6:30 PM

Boardroom / Teleconference
1820 Xenium Ln N
Minneapolis, MN 55441-3790

Agenda

1. **CALL TO ORDER** (*Action*)
2. **APPROVAL OF GENERAL MEETING AGENDA** (*Action*)
3. **AUDIENCE OPPORTUNITY TO SPEAK** (*Information*)
4. **APPROVAL OF CONSENT AGENDA** (*Action*)
 - 4.1. General Board Meeting Minutes from April 11, 2024
 - 4.2. Routine Human Resources Activities for April 25, 2024
5. **SHARE THE SUCCESS & RECOGNITION – (15 minutes)** (*Information*)
 - 5.1. Spotlight: West Education Center (WEC)
 - 5.2. Above & Beyond: Northern Star Online (NSO)
6. **SUPERINTENDENT'S REPORT - None**
7. **INSTRUCTIONAL REPORT - None**
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (30 minutes)**
 - 8.1. Facilities Report - None
 - 8.2. Financial Report
 - 8.2.1. Monthly Financial Report (*Action*)
 - 8.3. Human Resource Report - (15 minutes)
 - 8.3.1. 2023-2024 Hiring and Recruitment (*Information*)
9. **BOARD BUSINESS - (15 minutes)**
 - 9.1. Policy Review & Revision
 - 9.1.1. 522 Title IX Sex Nondiscrimination Policy and Grievance Procedure Policy (*Action*)
 - 9.1.2. 526 Hazing Prohibition and Reporting Policy (*Action*)
 - 9.1.3. 506 Student Discipline Policy (*Action*)
 - 9.1.4. 502 Student Searches Policy (*Information*)
 - 9.1.5. 524 Internet Acceptable Use Policy (*Information*)
 - 9.1.6. 533 Wellness Policy (*Information*)
 - 9.2. Board Reports
 - 9.2.1. Chair Report - None
 - 9.2.2. AMSD Report
 - 9.2.2.1. April 2024 AMSD Connections Newsletter
 - 9.3. District News
 - 9.3.1. School Board Meeting Schedule
 - 9.3.2. April 25, 2024, Board Event Calendar
 - 9.3.3. 2023-2024 Get on the Bus & Local 2209/Board Meeting Schedule
 - 9.4. Once Around the Table
 - 9.5. **CLOSED MEETING: Negotiations** (*Information*)
10. **ADJOURNMENT**

Racial Equity Impact Analysis Tool

287 RACIAL EQUITY IMPACT ANALYSIS TOOL



Purpose

This tool ensures that racial equity is front-and-center in discussions and prompts leaders to examine how BIPOC and low wealth communities may be affected by a proposed action or decision of the district.

Instructions

Use the Tool: Have this tool available during any meeting where decisions are being made

- **Part 1 - Discussion:** Use the guiding questions to facilitate the racial equity discussion
- **Part 2 - Answer Racial Equity Impact Analysis Questions:** Before a decision is made, respond to the four equity impact analysis questions within your meeting agenda
- **Part 3 - Reflect:** Reflect on and recognize your own racial bias, as well as the presence and role of whiteness

Part 1: Discussion

Use the below guiding questions to facilitate a discussion about race equity impact

Guiding Questions

1. Are multiple racial perspectives involved in the planning? Are participants racially diverse? Were the groups most impacted by the decision included in the discussion?
2. In what ways are we maintaining status quo or advancing race equity? What could be done differently to better support or advance racial equity efforts?
3. Who is advantaged? Who is disadvantaged? Are decisions based on the majority or those at the margins?
4. In what ways does colorblindness exist?
5. How do you know the audience is communicated with in ways that will make sense through *their* lens?
6. In what ways are other marginalized people impacted?

Part 2: Answer Racial Equity Impact Analysis Questions

1. **Who participated in completing this analysis?**
2. **What are the racial equity impacts of this decision?**
3. **Who will benefit from and/or be burdened by this decision?**
4. **Are there strategies to mitigate any unintended consequences of this decision?**

Part 3: Reflect

1. Place yourself on the Compass. What feelings came up for you during the planning?
2. What role did your race, experiences, or bias have in the conversation?
3. What aspects of whiteness showed up for you or were observed in others? ([Bellevue Guide](#))

DISTRICT 287 GENERAL MEETING OF THE BOARD
Intermediate District 287
April 11, 2024
MINUTES

1. CALL TO ORDER

Chair Brakke called the general meeting to order at 6:30 PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing. Board Director Marty recited Intermediate District 287 mission statement: "The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students."

A Roll Call was taken, and a quorum was declared with 8 member districts represented and the following Board members in attendance:

286	Brooklyn Center	Ruthie Dallas
273	Edina	Michael Birdman
278	Orono	Karen Orcutt
280	Richfield	Crystal Brakke
281	Robbinsdale	RaNae Bowman
283	St. Louis Park	Anne Casey
284	Wayzata	Dan Ginestra
279	Westonka	Heidi Marty

Absent: 272/Ross, 270/Andreson, 276/Remucal, and 279/Mosqueda-Jones

Guests: Alagie Sowe and Family

287 Administration: Superintendent Doud, Dr. Tonya Allen, Melissa Brateng, Kim Helgeson, Dr. Elisabeth Lodge Rogers, Ben Magras, Brian Schultz, Gloria Wilder, Kevin Witherspoon, Kiarra Zackery, and Wauneen Denson-Mgeni

287 Staff Members: Greg Beeck, Aislinn Dwyer, Larissa View, Scott Swanson, Brian Burns, Kathy Utter, Jonas Sjoberg, and Shawn Garvey

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Shannon Andreson, seconded by Heidi Marty, approve the meeting agenda. All in favor. No votes against. Motion carried.*

3. OPEN FORUM FOR COMMUNITY COMMENTS

Scott Swanson, a representative from the newly formed Intermediate Principals Association, addressed the Board.

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from General Meeting of the Board Minutes from March 14, 2024, Special Meeting of the Board Minutes from March 21, 2024, Monthly Financial Report for February 2024, Special Education Teacher Pipeline Program Grant, and FY23 Federal Audit. *Motion by Michael Birdman, seconded by Karen Orcutt to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Greg Beeck, the principal of Anne Bremer Education Center (ABEC), introduced Alagie Sowe, a student in the 11th-grade Tier 3 program at ABEC. Mr. Sowe, Alagie's father, spoke briefly to the Board to express his family's gratitude for the support provided by Intermediate District 287. He shared how much his son has progressed since joining the program. Mr. Sowe's remarks were heartfelt, and he emphasized how much the program has helped his son and his family.

Aislinn Dwyer, principal of North Education Center (NEC), will introduce NEC Winner

Dr. Elisabeth Lam, Senior Manager Itinerant Services, introduced Larissa View, Instructor at NEC as the February 2024 Above & Beyond Award Winner. Larissa was nominated in the category Trauma-Responsive & Healing-Centered Practices by her colleagues. Larissa thanked the School Board, Superintendent Doud, Administration, and her colleagues.

6. SUPERINTENDENT'S REPORT

At the recommendation of Board Chair Brakke, *a motion was made by Heidi Marty, seconded by Dan Ginestra, that the school board may hold a closed meeting pursuant to Minn. Stat. §13D.05, Subd. 3(d), to receive security briefings and reports, to discuss issues related to District site security systems and emergency response procedures because disclosure of this information in an open meeting may compromise security procedures or responses. The meeting was closed to the public at 7:04 PM. A motion was made by Ruthie Dallas, seconded by ReNae Bowman, to reopen the general meeting. All in favor. Motion carried unanimously. The general meeting reopened at 7:32 PM.*

Kim Helgeson, Director of Technology and Student Services presented findings of the Cyber Security Audit.

7. INSTRUCTIONAL REPORT

Scott Swanson, Assistant Principal of the Career & Tech Center presented an overview of the Hennepin Technical Center (HTC) Pathways programming. [287 Career and Technical Education Presentation](#)

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Facilities Report

Brian Schultz, Executive Director of Business Services & Operation, presented a resolution motion relating to the Long-Term Facilities Maintenance Play Revenue Resolution. *Resolution motion by ReNae Bowman, seconded by Ruthie Dallas, waives the reading and approves the resolution relating to the Long-Term Facilities Maintenance Play Revenue Resolution as provided by the documentation shared. The following voted in favor: Birdman, Bowman, Brakke, Casey, Dallas, Ginestra, Marty, and Orcutt. Motion carried unanimously. No votes against. The resolution passed.*

Financial Report

Gloria Wilder, Director of Finance, presented the FY24 Budget Revision report for approval. *Motion by Anne Casey, seconded by ReNae Bowman, to approve the FY24 Budget Revision as presented. All in favor. Motion carried unanimously. No votes against.*

Human Resources Report - None

9. BOARD BUSINESS

Policy Review & Revision

Superintendent Doud presented 522 Title IX Sex Nondiscrimination Policy and Grievance Procedure Policy as a first read.

Superintendent Doud presented 526 Hazing Prohibition and Reporting Policy as a first read.

Superintendent Doud presented 506 Student Discipline Policy as a first read.

AMSD Report

Once Around the Table

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 7:38 PM.

The next general meeting will be held on April 25, 2024, at 6:30 PM in the District Service Center Boardroom and by Teleconference.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287 SCHOOL BOARD April 25, 2024

New Hires					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Jane Anderson	Administrative Support IV	Finance	Resignation: L. Lane	04/03/2024	1.0
Conor Daly	Administrative Support IV	Student Information Systems	Resignation: D. Johnson	04/02/2024	1.0
Tanya Ess	Administrative IV - 10 month	Care & Treatment Programs	Separation: Y. Qaasim	04/10/2024	1.0
Maricela Lindsey	Administrative IV Support	Northern Star Online	New Position	04/08/2024	1.0
Misty Lustila*	Administrative Support IV - Due Process	South Education Center	Internal Transfer: R. Julian	03/04/2024	1.0
Spencer Peterson	Administrative Support IV	Student Information Systems	Resignation: J. Hanke	04/10/2024	1.0
Katie Field	Senior Manager of Special Education	Itinerant Services	Internal Transfer: Retha Burns	04/25/2024	1.0
Marta Gamboa Aguilar	Educational Support Professional	Ann Bremer Education Center	Resignation: T. Christopher	03/13/2024	.875
Mynor Gonzalez	Educational Support Professional	South Education Center	Additional Enrollment	04/17/2024	.875
Joshua Harrison*	Program Coordinator	Student Supports	New Position	04/01/2024	1.0
Josephine Hill	Educational Support Professional	Ann Bremer Education Center	Resignation: C. Bailey	03/13/2024	.875
Margrette Keita	Educational Support Professional	Ann Bremer Education Center	Resignation: R. Hall	03/13/2024	.875
Jesse Kramer	SIS & Registrar Manager	District Service Center	Resignation: S. Wright	04/15/2024	1.0
Cole Purinton	Educational Support Professional	South Education Center	Additional Enrollment	04/10/2024	.875

Ramone Walker	Educational Support Professional	South Education Center	Additional Enrollment	04/10/2024	.875
Aquila Gibbs	Educational Support Professional	Ann Bremer Education Center	Additional Enrollment	04/17/2024	.875
Steven Wold	Educational Support Professional	Ann Bremer Education Center	Additional Enrollment	04/17/2024	.875

*Current Employee

Temporary Hiring Agreement: Out of Field Permissions					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Fully Licensed Current Staff					
Lauren Horgen	EBD Teacher	West Education Center	Temporary License	02/28/2024	1.0

Temporary Hiring Agreement: Tier 1 or Tier 2 Licenses					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Tier 1 Hires					
Heidi Kastern	EBD Teacher	South Education Center	Temporary License	01/24/2024	1.0
Vanessa Lara	Behavior Intervention Specialist	South Education Center	Temporary License	03/13/2024	1.0

Extended Leaves of Absence:					
Name	Position	Department or Site	Effective Date	End Date	FTE
Lauren Horgen	Educational Support Professional to accept a temporary licensed position	West Education Center	02/28/2024	06/07/2024	.875
Heidi Kastern	Educational Support Professional to accept a temporary licensed position	South Education Center	01/24/2024	04/02/2024	.875

Separations: Resignation

Name	Position	Department or Site	Reason (if internal movement)	Effective Date
Timothy Warren	Equity & Inclusion Coordinator	Racial Equity Department	Personal Reasons	04/08/2024
Andrea Hamad	Behavior Intervention Specialist	West Education Center	Personal Reasons	06/07/2024
Angela Lawson	School Social Worker	West Education Center	Personal Reasons	06/07/2024
Joshua Harrison	EBD Teacher	Ann Bremer Education Center	To accept an Unaffiliated Position	04/01/2024
Misty Lustila	Educational Support Professional	South Education Center	To accept an Administrative Support IV Position	03/04/2024
Mercy Gweh	Educational Support Professional	North Education Center	Personal Reasons	04/09/2024
Natasha Hubbert	Educational Support Professional	West Education Center	Personal Reasons	06/07/2024
Jessica Brown	Interpreter	Itinerant Department	Personal Reasons	06/07/2024

Separations: Retirements (Regular/Disability)

Name	Position	Department or Site	Effective Date
Laurence Polys	Educational Support Professional	West Education Center	06/07/2024

Other:

RECOMMEND the Board's approval to credit Veronica Jacobson, EBD Instructor at Ann Bremer Education Center, with one (1) day of additional sick leave. This day has been donated by the staff member listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.

Donor Name Withheld by Request				
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March 2024 Financials Quarterly Board Report

April 25, 2024



Revenues & Expenditures - March 2024

Revenues*	
Total	\$77,698,525
% Of Budget	65.2%
Compare to 2 Prior Years	Slightly Above 

Expenditures*	
Total	\$71,326,969
% Of Budget	61.9%
Compare to 2 Prior Years	Slightly Below 

* Without Construction Funds

Investments



Regular Investments

Prior Month Total	\$30,163,170
Interest/Dividend Earned	110,014
Add/(reduction) to Investments	(2,500,000)
March End Total	\$27,773,184

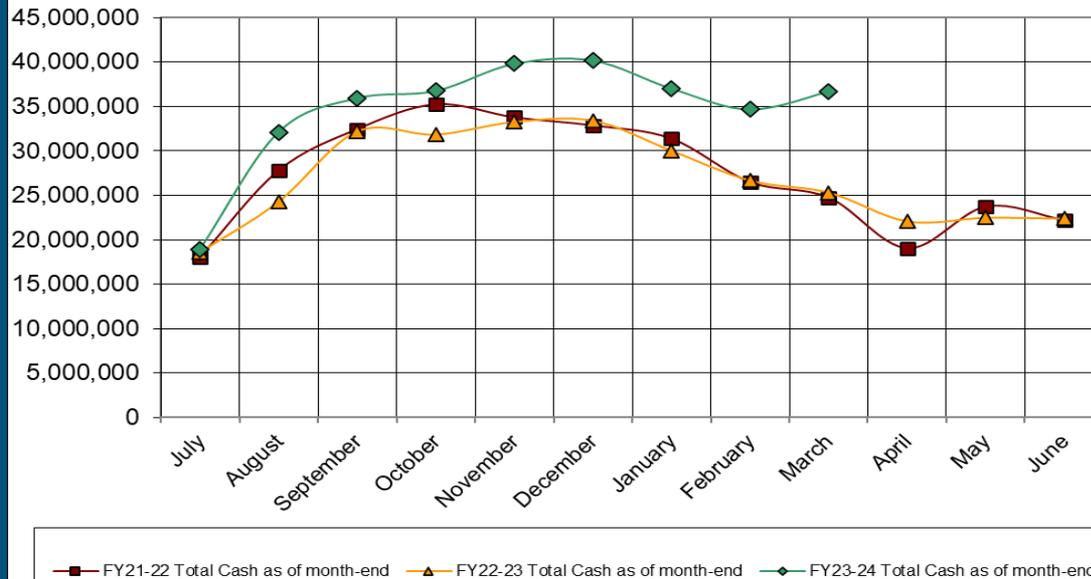
LTFM Construction Investments

Prior Month Total	\$3,786,153
Interest Earned	4,291
Construction Draws	0
March End Total	\$3,790,444

Cash Flow



CASH POSITION
Total Cash as of Month-End



Disbursements & Donations

Disbursements

Accounts Payable	\$3,946,274
Payroll	2,917,823
Total Disbursements	\$6,864,097

Receipts

- \$8,792,561



Average Daily Membership - Compared to Prior Year

Program	March ADM	Prior Year Comparison
Alternative Learning Centers	241	+9
Northern Star Online	814	+113
Career & Technical	68	+6

Program	March ADM	Prior Year Comparison
Special Education	483	+16
Care & Treatment	91	-23



Questions
Questions

**INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION**



Regular Meeting – April 25, 2024

AGENDA SECTION: BUSINESS SERVICES REPORT

ITEM: Approval of Routine Monthly Finance Report

PRESENTED BY: Brian Schultz, Exec. Dir. of Business Services & Operations

1. Background Information

The March Budget vs. Actual Reports are presented for Board information and review. These reports indicate that year-to-date revenue in all funds (excluding Funds 06 & 11) total \$77,698,525, or 65.2% of the Revenue Budget of \$119,257,057. Including Funds 06 & 11 year-to-date revenue in all funds total \$77,776,384, or 65.2% of the Revenue Budget of \$119,312,057. The District’s monthly revenue will continue to be based upon the cash payments we receive from MDE Special Education Uniform Tuition system and other state aids. Revenue will be made whole at the end of each fiscal year as we calculate all of our receivables and recognize the revenue receivable as part of the audit.

Year-to-date expenditures in all funds (excluding Funds 06 & 11) total \$71,326,969, or 61.9% of the Expenditure Budget of \$115,244,351. Including Funds 06 & 11 year-to-date expenditures in all funds total \$71,535,958, or 61.6% of the Expenditure Budget of \$116,191,712.

DDA

Attachments

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Board approve the Finance & Donation Reports items as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

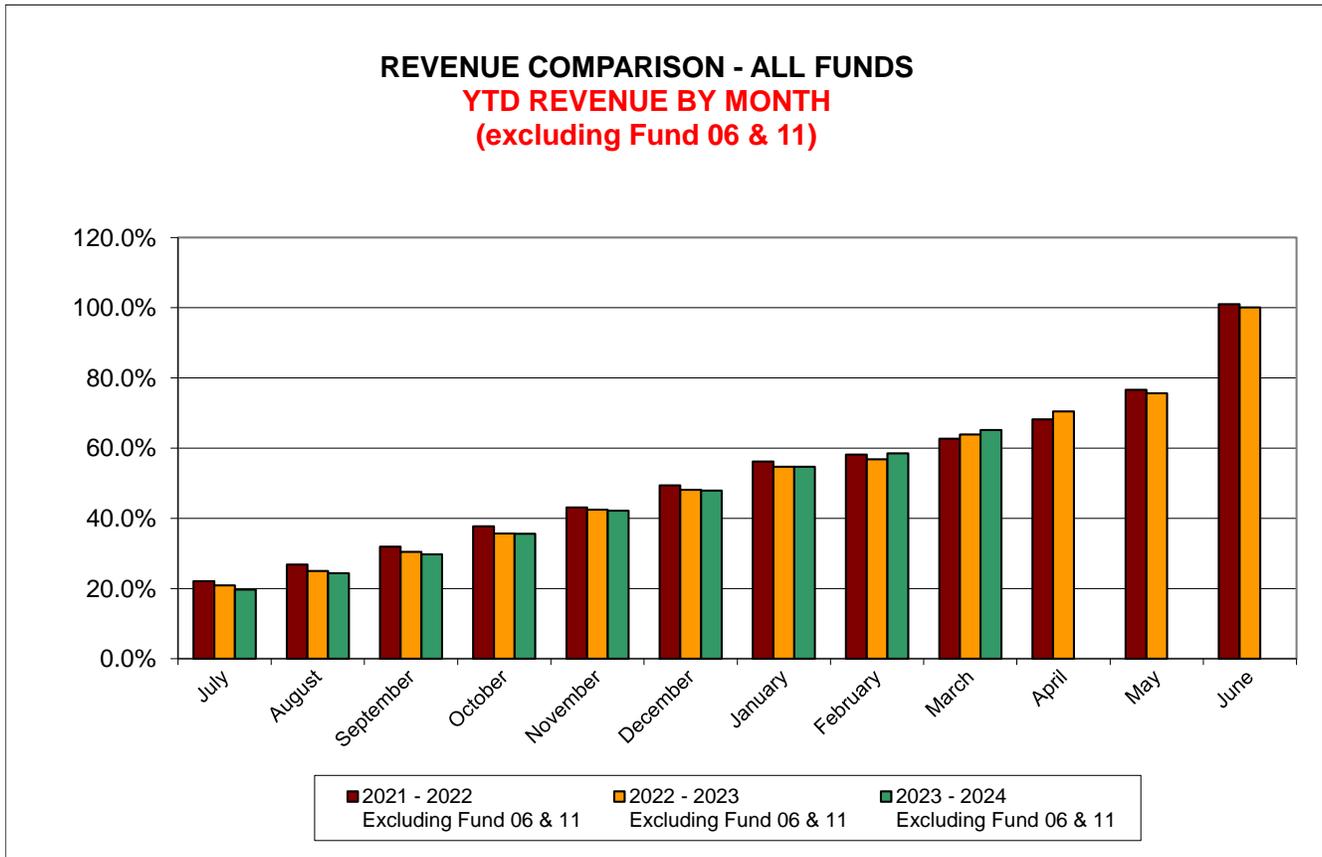
Abstentions: _____

DISTRICT 287
REVENUE COMPARISON

Month	2021 - 2022		2022 - 2023		2023 - 2024		2023 - 2024	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	23,731,333	22.1%	23,192,942	20.9%	23,454,555	19.7% ²	23,464,011	19.7%
August	5,084,693	26.8%	4,486,051	25.0%	5,555,759	24.3% ²	5,573,415	24.3%
September	5,527,550	32.0%	6,032,596	30.4%	6,418,580	29.7% ²	6,424,193	29.7%
October	6,233,283	37.8%	5,841,372	35.7%	7,033,514	35.6% ²	7,048,381	35.6%
November	5,744,399	43.1%	7,490,646	42.4% ¹	7,853,633	42.2% ²	7,858,220	42.2%
December	6,751,237	49.4%	6,260,247	48.1% ¹	6,852,360	47.9% ²	6,860,413	48.0%
January	7,295,217	56.2%	7,338,783	54.7% ¹	8,090,580	54.7% ²	8,090,580	54.7%
February	2,102,436	58.1%	2,303,833	56.8% ¹	4,501,636	58.5% ²	4,519,262	58.5%
March	4,917,443	62.7%	7,885,058	63.9% ¹	7,937,907	65.2% ²	7,937,907	65.2%
April	5,872,931	68.2%	7,250,156	70.4% ¹				
May	9,107,048	76.6%	5,714,807	75.6% ¹				
June	26,193,462	101.0%	27,134,282	100.1% ¹				
TOTAL	108,561,032	101.0%	110,930,774	100.1%	77,698,525	65.2%	77,776,384	65.2%
BUDGET	107,471,010		110,842,085 ¹		119,257,057 ²		119,312,057	

¹ excludes Funds 06 & 11 budgeted revenue of \$4,734,553

² excludes Funds 06 & 11 budgeted revenue of \$55,000



Board- Revenue/Expense Summary by Fund Report

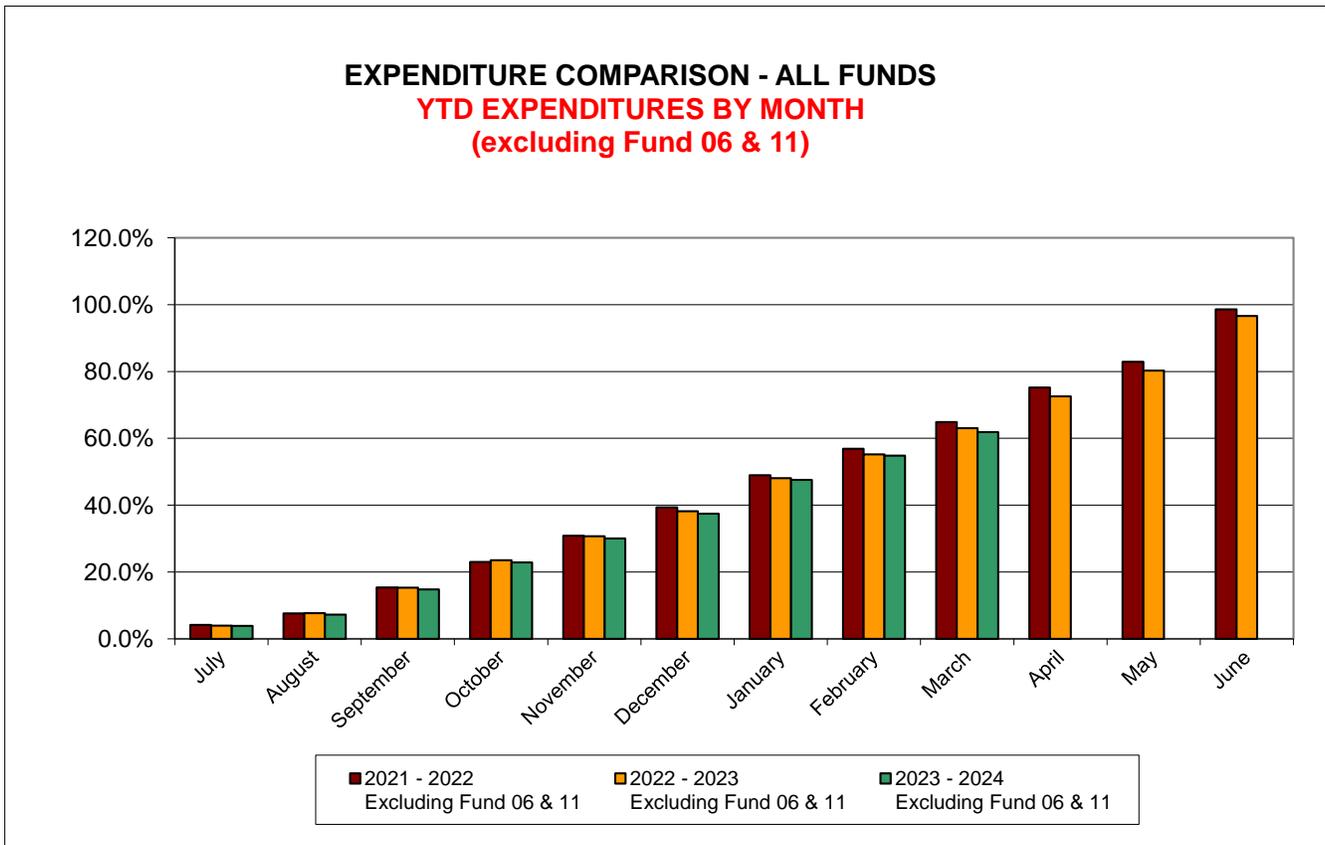
March	2023-2024	Intermediate District No. 287				
Revenue Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	16,594,878.91	19,195,419.00	199,438.65	6,692,625.21	34.87%	12,502,793.79
02 - FOOD SERVICE FUND	843,993.00	946,914.00	52,949.46	334,798.13	35.36%	612,115.87
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	0.00	0.00	0.00	0.00		0.00
07 - DEBT SERVICE FUND	8,727,596.68	8,924,990.00	111,981.16	7,038,736.09	78.87%	1,886,253.91
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	2,858.84	5,733.00	0.00	301.55	5.26%	5,431.45
11 - LTFM BOND FUND	4,728,829.75	55,000.00	0.00	77,859.01	141.56%	-22,859.01
12 - ALC - ACADEMIC FUND	11,042,500.82	12,641,568.00	1,785,173.74	4,560,202.68	36.07%	8,081,365.32
13 - CAREER & TECH FUND	1,711,624.95	1,732,010.00	0.00	1,176,483.83	67.93%	555,526.17
14 - SPECIAL EDUCATION FUND	58,172,477.16	60,970,901.00	5,761,984.60	48,341,733.73	79.29%	12,629,167.27
20 - INTERNAL SERVICE FUND	612,445.43	661,088.00	6,592.26	392,082.63	59.31%	269,005.37
21 - SELF HEALTH INSURANCE FUND	13,199,338.39	14,172,934.00	18,458.85	9,156,198.87	64.60%	5,016,735.13
51 - STUDENT CLUB FUND	23,059.36	5,500.00	1,328.77	5,362.17	97.49%	137.83
Total Revenue	115,659,603.29	119,312,057.00	7,937,907.49	77,776,383.90	65.19%	41,535,673.10

DISTRICT 287
EXPENDITURE COMPARISON

Month	2021 - 2022		2022 - 2023		2023 - 2024		2023 - 2024	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	4,493,228	4.1%	4,329,606	3.9%	4,424,027	3.8% ²	4,416,059	3.8%
August	3,753,484	7.6%	4,135,827	7.7%	3,954,604	7.3% ²	3,981,431	7.2%
September	8,447,438	15.4%	8,396,694	15.3%	8,668,867	14.8% ²	8,454,442	14.5%
October	8,194,961	23.0%	9,015,517	23.5%	9,257,161	22.8% ²	9,563,242	22.7%
November	8,523,649	30.8%	7,908,978	30.7% ¹	8,286,923	30.0% ²	8,295,358	29.9%
December	9,205,713	39.3%	8,310,856	38.2% ¹	8,555,529	37.4% ²	8,553,029	37.2%
January	10,442,639	49.0%	10,876,386	48.1% ¹	11,690,319	47.6% ²	11,690,319	47.3%
February	8,521,055	56.8%	7,802,263	55.2% ¹	8,340,543	54.8% ²	8,340,543	54.5%
March	8,658,724	64.8%	8,659,691	63.0% ¹	8,148,996	61.9% ²	8,241,537	61.6%
April	11,213,173	75.2%	10,529,808	72.6% ¹				
May	8,326,109	82.9%	8,408,779	80.2% ¹				
June	17,002,499	98.6%	18,041,489	96.6% ¹				
TOTAL	106,782,671	98.6%	106,415,894	96.6%	71,326,969	61.9%	71,535,958	61.6%
BUDGET	108,331,213		110,162,497 ¹		115,244,351 ²		116,191,712	

¹ excludes Funds 06 & 11 budgeted expenditures of \$346,290

² excludes Funds 06 & 11 budgeted expenditures of \$947,361



Board- Revenue/Expense Summary by Fund Report

March 2023-2024

Intermediate District No. 287

Expenditure Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	17,302,720.85	18,853,087.00	1,330,722.67	12,593,480.08	66.80%	6,259,606.92
02 - FOOD SERVICE FUND	843,993.00	946,914.00	80,743.03	596,229.39	62.97%	350,684.61
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	0.00	0.00	0.00	0.00		0.00
07 - DEBT SERVICE FUND	6,663,975.63	6,899,133.00	0.00	4,364,324.86	63.26%	2,534,808.14
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
09 - AGENCY FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	924.77	7,973.00	0.00	3,341.66	41.91%	4,631.34
11 - LTFM BOND FUND	901,587.81	947,361.00	92,540.61	208,988.57	22.06%	738,372.43
12 - ALC - ACADEMIC FUND	11,091,023.89	12,768,781.00	939,845.36	7,636,595.78	59.81%	5,132,185.22
13 - CAREER & TECH FUND	1,796,507.00	1,950,787.00	118,152.06	1,061,788.94	54.43%	888,998.06
14 - SPECIAL EDUCATION FUND	56,771,373.61	60,298,941.00	4,937,991.93	37,032,113.71	61.41%	23,266,827.29
20 - INTERNAL SERVICE FUND	663,517.07	743,250.00	49,010.82	433,171.39	58.28%	310,078.61
21 - SELF HEALTH INSURANCE FUND	11,252,097.47	12,765,838.00	692,370.65	7,593,772.37	59.49%	5,172,065.63
51 - STUDENT CLUB FUND	29,760.78	9,647.00	159.68	12,151.27	125.96%	-2,504.27
Total Expenses	107,317,481.88	116,191,712.00	8,241,536.81	71,535,958.02	61.57%	44,655,753.98

INTERMEDIATE DISTRICT 287
INVESTMENTS ON HAND
MARCH 2024

#01-104-00 - Investments (General)

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	5.217			8,242.19
PMA - MNTrust Savings Deposit Account - Bell Bank	5.320			21,646,665.64
PMA - MNTrust Savings Dep. Acct. - Nexbank, SSB - ICS	5.290			2,313,726.15
PMA - MNTrust Term Series - DMB Community Bank, WI	5.391			240,200.00
PMA - MNTrust Term Series - First National Bank, ME	5.387			240,200.00
PMA - MNTrust Term Series - Cornerstone Banke, NE	5.391			240,000.00
PMA - MNTrust Term Series - Farmers & Merchants Union Bank,	5.384			240,100.00
PMA - MNTrust Term Series - ServisFirst Bank, FL	5.369			237,100.00
PMA - MNTrust Term Series - 5Star Bank, CO	5.399			237,050.00
PMA - MNTrust Term Series - EagleBank, VA	5.379			237,050.00
PMA - MNTrust Term Series - Western Alliance Bank, CA	5.366			237,050.00
PMA - MNTrust Term Series - Preferred Bank, NY	5.382			237,100.00
PMA - MNTrust Term Series - American Plus Bank, N.A., CA	5.390			237,050.00
PMA - MNTrust Term Series - Pacific National Bank, FL	5.362			237,100.00
PMA - MNTrust Term Series - Farmers Ins Group Fed Credit Uni	5.390			237,050.00
PMA - MNTrust Term Series - Modern Bank, National Assn, NY	5.482			236,900.00
PMA - MNTrust Term Series - Latino Community Credit Union, N	5.539			236,750.00
PMA - MNTrust Term Series - First Central Credit Union, TX	5.425			237,000.00
PMA - MNTrust Term Series - Greenstate Credit Union, IA	5.499			236,850.00
Total PMA - MNTrust Investments on Books				27,773,183.98

ACTIVITY DETAIL:

Investments on our Book at End of Prior Month	30,163,169.59
Current Month Activity	
Deposits	-
Withdrawals	(2,500,000.00)
Interest Earned - Recorded	109,978.00
Dividends Earned	36.39
Interest/Dividends Earned - To Be Recorded in Next Month	-
Total Investments at End of Month & Un-recorded Interest	27,773,183.98

#11-104-00 - Investments (2022A LTFM Bond - Construction Costs)

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	5.217			972,670.93
PMA - MNTrust CD Account Balance	4.059-4.718			1,381,250.00
PMA - MNTrust SEC Account Balance	4.001-4.376			1,436,522.97
Total PMA - MNTrust Investments on Books for Fund 11				3,790,443.90

ACTIVITY DETAIL:

Investments on our Book at End of Prior Month	3,786,152.99
Current Month Activity:	
Deposits	
Distributions/Repemptions	
Interest/Dividends/Purchases Earned - Recorded	4,290.91
Adjustments - move funds not used for closing costs to construction (from Fund 07)	
Interest/Dividends Earned - To Be Recorded in Next Month	
Total Investments at End of Month & Un-recorded Interest	3,790,443.90

Total 2022A LTFM Investments (Fund 11) at End of Month

3,790,443.90

INTERMEDIATE DISTRICT 287
INVESTMENT ACTIVITY - 2022A LTFM BOND
March 2024

Investments (2022A LTFM Bond - Construction Costs) - MNTrust

MONTH POSTED	DATE	DESCRIPTION	AMOUNT
Nov-22	11/22/22	Proceeds from 2022A LTFM Bond	4,740,596.00
Nov-22	11/30/22	Interest/Dividends	4,282.32
Dec-22	12/30/22	Distributions/Construction Draws	-45,645.18
Jan-23	01/01/23	Interest/Dividends	687.30
Feb-23	02/07/23	Distributions/Construction Draws	-15,000.00
Feb-23	02/28/23	Interest/Dividends (for Jan & Feb '23)	19,146.93
Mar-23	03/31/23	Interest/Dividends	5,534.59
Apr-23	04/28/23	Distributions/Construction Draws	-165,570.33
Apr-23	04/30/23	Interest/Dividends	5,018.40
May-23	05/31/23	Distributions/Construction Draws	-39,431.25
May-23	05/31/23	Interest/Dividends	5,132.72
Jun-23	06/30/23	Interest/Dividends	8,599.22
Jul-23	07/31/23	Distributions/Construction Draws	-172,551.00
Jul-23	07/31/23	Interest/Dividends	9,456.04
Aug-23	08/31/23	Interest/Dividends	17,655.68
Sep-23	09/30/23	Interest/Dividends	5,613.71
Sep-23	09/30/23	Distributions/Construction Draws	-64,403.28
Oct-23	10/31/23	Interest/Dividends	14,867.49
Oct-23	10/31/23	Distributions/Construction Draws	-459,154.50
Nov-23	11/30/23	Interest/Dividends	4,587.09
Dec-23	12/28/23	Distributions/Construction Draws	-118,947.96
Dec-23	12/31/23	Interest/Dividends	8,053.03
Jan-24	01/31/24	Interest/Dividends - recorded in Feb.	8,951.48
Feb-24	02/29/24	Interest/Dividends	8,674.49
Mar-24	03/31/24	Interest/Dividends	4,290.91

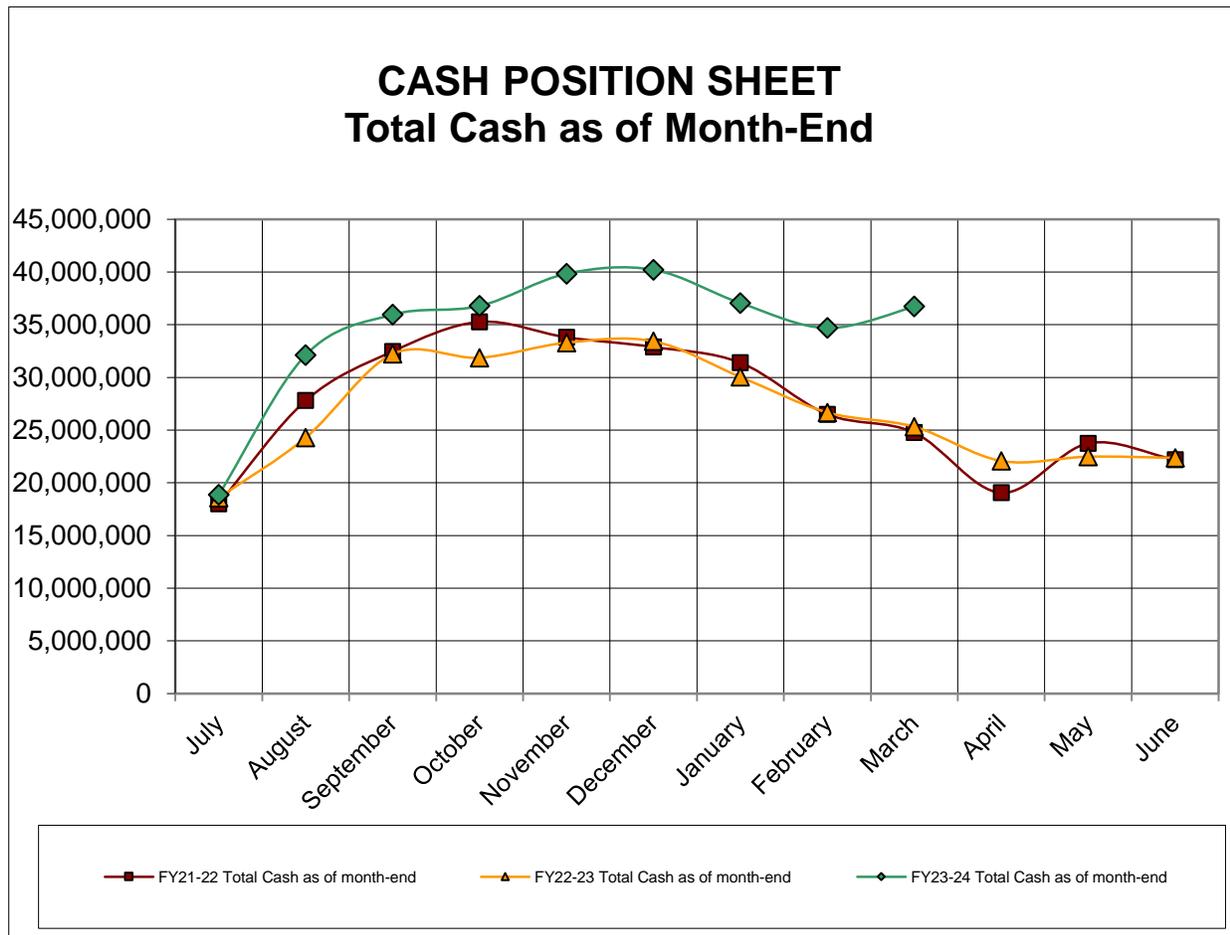
2022A LTFM Bond Investments - Balance as of End of Month 3,790,443.90

Intermediate District 287

Cash and Investment Position Sheet- Monthly Total Net Cash- All Accounts

<u>Date</u>	<u>FY21-22 Total Cash as of month-end</u>	<u>FY22-23 Total Cash as of month-end</u>	<u>FY23-24 Total Cash as of month-end</u>
July	18,017,954	18,572,017	18,858,236
August	27,800,108	24,288,930	32,119,813
September	32,465,869	32,223,695	35,958,742
October	35,267,999	31,867,127	36,774,908
November	33,804,263	33,293,625	39,840,981
December	32,887,416	33,430,295	40,212,901
January	31,397,362	30,048,503	37,055,362
February	26,497,584	26,677,119	34,683,875
March	24,760,657	25,316,842	36,722,274
April	19,051,281	22,075,795	
May	23,745,291	22,481,243	
June	22,201,893	22,374,821	

- Includes Self-Funded Insurance Cash Balances.



INTERMEDIATE DISTRICT 287

MARCH 2024 ACTIVITY

ELECTRONIC TRANSFERS IN:

DATE	TO	AGENCY	RECEIPT #	AMOUNT	DESCRIPTION
3/5/2024	MSDLAF	FEDERAL COMMUNICATIONS COMMISSIC	20240936	3,167.04	CONNECT FUNDING
3/7/2024	MSDLAF	PAYBEE	20240937	24.50	PAYBEE AUCTION PROCEEDS
3/8/2024	MSDLAF	MN DEPT OF EDUCATION-034	20240938	1,392.12	TITLE II OCT-DEC 2023 EXPENDITURES
3/8/2024	MSDLAF	MN DEPT OF EDUCATION-034	20240939	1,701.62	TITLE III OCT-DEC 2023 EXPENDITURES
3/8/2024	MSDLAF	MN DEPT OF EDUCATION-034	20240940	1,124.10	HOMELESS GRANT EXPENDITURES
3/8/2024	MSDLAF	MN DEPT OF EDUCATION-034	20240941	88,540.94	ESSER III JUL-SEP 2023 EXPENDITURES
3/8/2024	MSDLAF	MN DEPT OF EDUCATION-034	20240942	112,458.00	ESSER III OCT-DEC 2023 EXPENDITURES
3/13/2024	MSDLAF	MN STATE MMB	20240943	14.27	MA 3RD PARTY BILLING
3/13/2024	MSDLAF	STATE DEPT OF EDUCATION-034	20240944	25,000.00	NATIONAL SCHOOL LUNCH PROGRAM
3/15/2024	MSDLAF	MN STATE MMB	20240945	4,162,343.00	IDEAS GENERAL & SPECIAL EDUCATION
3/18/2024	MSDLAF	PAYBEE	20240946	1,304.27	PAYBEE AUCTION PROCEEDS
3/21/2024	MSDLAF	MN STATE MMB-FNS	20249047	10,830.97	CHILD NUTRITION RECALC FEB - ABEC
3/21/2024	MSDLAF	MN STATE MMB-FNS	20240948	21,823.36	CHILD NUTRITION RECALC FEB - NEC
3/21/2024	MSDLAF	MN STATE MMB-FNS	20240949	10,832.13	CHILD NUTRITION RECALC FEB - SEC
3/21/2024	MSDLAF	MN STATE MMB-FNS	20240950	5,722.55	CHILD NUTRITION RECALC FEB - WEC
3/21/2024	MSDLAF	MN STATE MMB-FNS	20240951	2,311.45	CHILD NUTRITION RECALC FEB - YOUABLE
3/27/2024	MSDLAF	MN STATE MMB	20240952	260,971.72	MA 3RD PARTY BILLING
3/29/2023	MSDLAF	BENEFIT RESOURCE INC	20240953	25,014.56	COBRA MARCH PAYMENTS
3/29/2024	MSDLAF	MN STATE MMB	20240954	1,492,543.53	IDEAS GENERAL & ONLINE LEARNING
3/29/2024	MSDLAF	MSDLAF	20240955	36,255.12	INTEREST EARNED MARCH 2024
3/29/2024	MSDLAF	PAYPAL	20240956	428,390.36	MARCH TUITION
3/29/2024	MSDLAF	SCHOOL CAFÉ - ABEC	20240957	35.00	STUDENT DEFERRED REVENUE
3/29/2024	MSDLAF	SCHOOL CAFÉ - NEC	20240958	224.00	STUDENT DEFERRED REVENUE
3/29/2024	MSDLAF	SCHOOLCAFE - SEC	20240959	372.75	STUDENT DEFERRED REVENUE
3/29/2024	MSDLAF	SCHOOLCAFE - WEC	20240960	100.00	STUDENT DEFERRED REVENUE
3/29/2024	MSDLAF	SQUARE - BREMER BEAN SHOP ABEC	20240961	1,165.15	MARCH STORE SALES
3/29/2024	MSDLAF	SQUARE - HENNEPIN TEA & COFFEE HTC	20240962	437.78	MARCH STORE SALES
3/29/2024	MSDLAF	SQUARE - JITTERBUG NEC	20240963	1,882.18	MARCH STORE SALES
3/29/2024	MSDLAF	SQUARE - COMMON GROUNDS SEC	20240964	1,415.25	MARCH STORE SALES
3/29/2024	MSDLAF	SQUARE - SNACK SHACK WEC	20240965	2,093.94	MARCH STORE SALES
3/29/2024	MSDLAF	BRAINTREE	20240966	6,415.01	MARCH TUITION
MTD TOTALS				6,705,906.67	

INTERMEDIATE DISTRICT 287

MARCH 2024 ACTIVITY

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
3/4/2024	MSDLAF	HEALTH PARTNERS	4000001791	142,621.35	HPAI CLAIMS
3/5/2024	MSDLAF	BANK OF MONTREAL	4000001792	64,060.15	P-CARD EXPENSE
3/8/2024	MSDLAF	US BANK	90000128265	367.33	PAYROLL
3/8/2024	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000001800	62.35	PERA
3/8/2024	MSDLAF	US BANK	4000001801	83.14	FEDERAL TAXES
3/8/2024	MSDLAF	PITNEY BOWES	4000001803	468.87	LOAN REPAYMENT
3/11/2024	MSDLAF	HEALTH PARTNERS	4000001813	146,109.63	HPAI CLAIMS
3/12/2024	MSDLAF	US BANK	9000005893	3,150.00	STAFF REIMBURSEMENTS
3/12/2024	MSDLAF	US BANK	9000005894-9000005906	60,996.08	AP ACH PAYMENTS
3/14/2024	MSDLAF	US BANK	9000005907-9000005939	7,506.70	STAFF REIMBURSEMENTS
3/15/2024	MSDLAF	MN DEPT OF REVENUE	4000001798	214,245.52	STATE TAXES
3/14/2024	MSDLAF	PITNEY BOWES	4000001802	25.00	ACCESS & SHIPPING W/O HW OR METER
3/14/2024	MSDLAF	US BANK	4000001804	183.38	CASH MANAGEMENT SERVICES
3/15/2024	MSDLAF	US BANK	9000128266-9000129225	1,435,412.64	PAYROLL
3/15/2024	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000001797	115,906.68	PERA
3/15/2024	MSDLAF	US BANK	4000001799	475,596.03	FEDERAL TAXES
3/18/2024	MSDLAF	BPAS	4000001793	48,855.17	VEBA
3/18/2024	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000001794	89,299.54	403B RETIREMENT
3/18/2024	MSDLAF	MN DEPT OF REVENUE	4000001795	1,117.57	STATE TAXES
3/18/2024	MSDLAF	MN DEPT OF REVENUE	4000001796	78,135.61	STATE TAXES
3/18/2024	MSDLAF	HEALTH PARTNERS	4000001812	847.99	FREQUENT FITNESS CLAIMS
3/18/2024	MSDLAF	HEALTH PARTNERS	4000001814	88,843.32	HPAI CLAIMS
3/20/2024	MSDLAF	US BANK	9000005940-9000005950	42,123.13	AP ACH PAYMENTS
3/25/2024	MSDLAF	HEALTH PARTNERS	4000001815	195,861.56	HPAI CLAIMS
3/26/2024	MSDLAF	US BANK	9000005951-9000005959	20,687.70	AP ACH PAYMENTS
3/26/2024	MSDLAF	EMPOWERU	4000001816	8,821.28	MN STATE RETIREMENT SYSTEMS
3/26/2024	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000001817	331.57	403B RETIREMENT
3/28/2024	MSDLAF	US BANK	9000005960-9000006018	9,143.62	STAFF REIMBURSEMENTS
3/29/2024	MSDLAF	BPAS	4000001805	48,868.75	VEBA
3/29/2024	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000001806	90,136.64	403B RETIREMENT
3/29/2024	MSDLAF	MN DEPT OF REVENUE	4000001807	887.50	STATE TAXES
3/29/2024	MSDLAF	MN DEPT OF REVENUE	4000001808	81,043.01	STATE TAXES
3/29/2024	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000001809	117,209.45	PERA
3/29/2024	MSDLAF	MN DEPT OF REVENUE	4000001810	223,060.55	STATE TAXES
3/29/2024	MSDLAF	US BANK	4000001811	491,466.49	FEDERAL TAXES
3/29/2024	MSDLAF	BENEFIT RESOURCES INC.	4000001818	60,052.13	FLEX SPENDING ACCOUNT PAYMENTS
3/29/2024	MSDLAF	US BANK	9000006019-9000006030	45,476.39	AP ACH PAYMENTS
3/29/2024	MSDLAF	US BANK	9000129226-9000130182	1,482,042.88	PAYROLL
MTD TOTALS				5,891,106.70	

**DONATION REPORT
INTERMEDIATE DISTRICT 287
2023-2024
MARCH 2024**

DONATION DATE	DESCRIPTION	VIN #	EST. VALUE	DONOR	CAMPUS	PROGRAM
03/12/24	GIFT BAG		\$0.00	COBORN'S, ALBERTVILLE	ABEC	ALL
03/12/24	SIGNED BASEBALL		\$55.00	MINNESOTA TWINS	ABEC	ALL
03/12/24	SIGNED JERSEY		\$150.00	MINNESOTA TIMBERWOLVES	ABEC	ALL
03/12/24	GIFT CARD		\$25.00	TAJ SALON	ABEC	ALL
03/12/24	STARBUCKS BASKET		\$50.00	MADSEN, MEGAN	ABEC	ALL
03/12/24	SCENTSY BASKET		\$18.00	HELTZER, DINA	ABEC	ALL
03/12/24	PUZZLES		\$180.00	NELSON, CANDACE & TONY	ABEC	ALL
03/12/24	ORCHESTRA TICKETS		\$120.00	MINNESOTA ORCHESTRA	ABEC	ALL
03/12/24	SCENIC BOAT TOUR		\$54.00	T. SCENIC BOAT TOURS	ABEC	ALL
03/12/24	FAN PACK		\$20.00	MINNESOTA WILD	ABEC	ALL
03/12/24	TICKETS		\$30.00	ST PAUL SAINTS	ABEC	ALL
03/12/24	GIFT BASKET		\$0.00	CANES	ABEC	ALL
03/12/24	TICKETS		\$42.00	MINNESOTA RENAISSANCE FESTIVAL	ABEC	ALL
03/12/24	GIFT CARD		\$50.00	CAFE LATTE	ABEC	ALL
03/12/24	PASSES		\$40.00	GRAND SLAM FAMILY FUN CENTER	ABEC	ALL
03/12/24	MOVIE THEATER PACK		\$30.00	EMAGINE THEATERS, EAST BETHEL	ABEC	ALL
03/12/24	TICKETS		\$120.00	SCIENCE MUSEUM OF MINNESOTA	ABEC	ALL
03/12/24	TICKETS		\$72.00	GREAT LAKES AQUARIUM	ABEC	ALL
03/12/24	SUMMER DAY PASSES		\$90.00	WILD MOUNTAIN	ABEC	ALL
03/12/24	TICKETS		\$84.00	BELL MUSEUM	ABEC	ALL
03/12/24	GIFT CARD		\$25.00	AMERICAN EAGLE	ABEC	ALL
03/12/24	GIFT CERTIFICATE		\$50.00	UTE PILS	ABEC	ALL
03/12/24	GIFT CARD		\$20.00	BENIHANA	ABEC	ALL
03/12/24	TICKETS		\$80.00	MINNESOTA ZOO	ABEC	ALL
03/12/24	TICKETS		\$36.00	MINNESOTA STATE FAIR	ABEC	ALL
03/12/24	GIFT CARD		\$120.00	PRAIRIE'S EDGE RESORT	ABEC	ALL
02/28/24	SIGNED MINI HELMET		\$100.00	MINNESOTA VIKINGS	ABEC	ALL
		TOTAL	\$1,661.00			

Recruitment Strategies & Partnerships

Presenter:
Kevin Witherspoon, EdD, HR Director



Intermediate District 287
Responsive. Innovative. Solutions.

Learning Objectives

By the end of this presentation, the Board will have an understanding of the recruitment strategies to:

- Attract external candidates committed to advancing the District's strategic priorities
- Engage communities through targeted and broad-based recruitment efforts
- Provide advancement opportunities through Grow Your Own and Apprenticeships
- Build lasting and mutually-beneficial partnerships to create a pipeline for future staffing needs

**Hired staff for
2022-2023
school year**

155 Total Hires

July 1, 2022 - April 11, 2023

- **Local 2209 Licensed = 81**
- **Local 2209 Non-licensed = 58**
- **Unaffiliated/Administrator = 8**
- **Local 284 = 8**

**Hired staff for
2023-2024
school year**

256 Total Hires

July 1, 2023 - April 10, 2024

- **Local 2209 Licensed = 116**
- **Local 2209 Non-licensed = 108**
- **Unaffiliated/Administrator = 11**
- **Local 284 = 21**

Job Posting Boards

- ❖ 287 Website
- ❖ EdPost
- ❖ MNSchoolJobs
- ❖ MASA
- ❖ Handshake
- ❖ SchoolSpring - PowerSchool
- ❖ Indeed
- ❖ LinkedIn
- ❖ MASE
- ❖ Adzuna
- ❖ Education Week Top School Jobs
- ❖ Facebook
- ❖ Minneapolis Urban League
- ❖ RISE - Twin Cities
- ❖ Courage Kenny Rehabilitation Institute
- ❖ MN WorkForce Center: various counties
- ❖ MN Department of Veterans Affairs
- ❖ Hubert H. Humphrey Job Corps Center
- ❖ Adult Options in Education
- ❖ MN Dept. of Employment and Economic Development
- ❖ Employer Partnership of Armed Forces - Minneapolis

Career Fairs

- ❖ MN Educators Career Fair
- ❖ MN School Jobs - Virtual Fairs
- ❖ St. Cloud State University Job & Intern Fair
- ❖ Upper Iowa University Spring Virtual Internship & Career Fair 2024

Additional Strategies & Partnerships

- Come Teach in MN Grant
- Teacher Apprenticeship Program (first ever in Minnesota!)
- Continuation of Grow Your Own Programs
- Teachers on Call
- New Outside Agency Contractors/Partnerships (E.g. BlazerWorks)

- Short-call Substitute Licenses
- Signing & Retention Bonus
- Indeed Hiring Events and Targeted Candidate Sourcing
- Handshake Campaigns and Events
- International Teachers
- ITRAC

Handshake

Campaigns

Targeting students and alumni, networking for future hires

Potential Talent Pools

Continue to proactively search for talent who may not be graduating from teacher prep programs but are interested in getting a tier one license in MN. Seeking potential talent pools in Iowa, North Dakota, Wisconsin, and Michigan.

Branding

Updating branding materials including the website, logo, and any comms around strategic plan

Virtual Events

Building District 287's talent brand and hosting virtual events.



Hiring Events

- ◆ Campaign to wide range of applicants
- ◆ Virtual screening/interviews has landed successful hires

Smart Sourcing

- ◆ Search resumes for potential candidates
- ◆ Personalized reach-outs
- ◆ Already contacted over 300 candidates



Questions?

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

SECOND READ

POLICY SERIES: STUDENT

SUBJECT: Title IX SEX NONDISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

BOARD APPROVED: July 30, 2020

REVISION DATE: January 28, 2021, April 25, 2024

Policy 522 Title IX Sex Nondiscrimination Policy and Grievance Procedure

I. PURPOSE

The purpose of this policy is to comply with the U.S. Department of Education's final 2020 regulations implementing Title IX of the Education Amendments of 1972, which protects people from discrimination based on sex, including sexual harassment, in education programs or activities. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Title IX also protects transgender and gender nonconforming students.

II. GENERAL STATEMENT OF POLICY

- A. The District does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The District prohibits sexual harassment that occurs within its education programs and activities. When the District has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the District's education programs and activities and that is committed by a District employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the District's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the District's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The District's Title IX Coordinator is: the Director of Human Resources, who can be reached at 763-550-2114, <mailto:hr@district287.org>, or 1820 Xenium Lane N., Plymouth, MN 55441.

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is July 30, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

III. DEFINITIONS

- A. “Actual Knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or to any employee of the District. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the District with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint. is an individual who is alleged to be the victim of conduct that could constitute sex discrimination, including sexual harassment.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the District office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The District is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sex discrimination occurred.
- F. “Formal complaint” is a document that is either filed by the complainant or written and/or signed by the Title IX Coordinator alleging sex discrimination, including sexual harassment, against a respondent, and requesting that the District investigate the allegation. A formal complaint triggers the Grievance Process described in Section IV.

A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.

Third parties are strongly encouraged to report sex discrimination, including sexual harassment, even though such reports do not constitute a formal complaint. Employees are required to report sex discrimination.

- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Preponderance of the evidence” is a standard of proof which requires evidence that establishes that it is at least “more likely than not” that alleged conduct occurred. This is the standard of proof adopted by the District.
- I. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged

by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- J. "Remedies" are actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible for sex discrimination. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- K. "Respondent" is an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination, including sexual harassment.
- L. "Sexual harassment" is defined under Title IX as conduct on the basis of sex that consists of:
 - 1. An employee conditioning an individual's receipt of aid, benefit, or service on that individual's participation in unwelcome sexual conduct (quid pro quo);
 - 2. Unwelcome conduct that a reasonable person would find "so severe, pervasive, and objectively offensive" that it effectively denies a person equal access to the school's education program or activity; or
 - 3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- M. "Standard (or burden) of proof" is the amount of evidence required to prove something.
- N. "Supportive measures," which may be put into place with or without a formal complaint, are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, and/or deter sexual harassment.
- O. "Title IX personnel" means any person who addresses, works on, or assists with the District's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
 - 1. "Title IX Coordinator" means an employee of the District who coordinates the District's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 - 2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a District employee, or a third party designated by the District.
 - 3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
 - 4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a District employee, or a third party designated by the District.
 - 5. The superintendent of the District may delegate functions assigned to a specific District employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The District may also, in its

discretion, appoint suitably qualified persons who are not District employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

IV. GRIEVANCE PROCESS

A. Equitable Treatment

1. The District shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The District will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The District will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Assumption of Non-Responsibility During Grievance Process

Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The District will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided enough in advance to allow sufficient time for the party to prepare to participate.

G. Consolidation

The District may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the District will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The District shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the District obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the District and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when District employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the District within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the District.
4. The District will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the District.
5. Although the District strives to adhere to the timelines described above, in each case, the District may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening District holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the District may provide a complainant and disciplinary sanctions that the District might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the District buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies. The discipline of a student-respondent must comply with the applicable provisions of the Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEIA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

V. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent/guardian of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the District who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the District may report the alleged conduct to law enforcement authorities. The District encourages complainants to report criminal behavior to the police immediately.

VI. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures with or without the filing of a formal complaint, consider the complainant's wishes with respect to supportive measures, and explain to the complainant the process for filing a formal complaint.
- B. The District will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the District under this policy unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the District must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident(s), if known;

2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VII. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The District may remove a student-respondent from an education program or activity of the District on an emergency basis before a determination regarding responsibility is made if:
 - a. The District undertakes an individualized safety and risk analysis;
 - b. The District determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The District determines the student-respondent poses such a threat, it will notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related District policies. The District must take into consideration applicable requirements of the Individuals with Disabilities Education Improvement Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The District may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The District must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VIII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the District at the District's discretion, but only after a formal complaint has been received by the District.
- B. The District may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a District employee sexually harassed a student.
- D. The District will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The District will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

IX. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the District must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the District's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The District may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the District; or
 - 3. Specific circumstances prevent the District from gathering sufficient evidence to reach a determination.
- C. The District shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the District from addressing the underlying conduct in any manner that the District deems appropriate.

X. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the District, the District will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the District decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the District must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The District will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

XI. DETERMINATION REGARDING RESPONSIBILITY

- A. After the District has sent the investigative report to both parties and before the District has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the District's policies and procedures to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the District to the complainant; and
 - 6. The District's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XII. APPEALS

- A. The District shall offer the parties an opportunity to appeal a determination regarding responsibility or the District's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the District, the District will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-makers, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or

- challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-makers must issue a written decision describing the result of the appeal and the rationale for the result.
 - D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
 - E. The decision of the Appellate Decision-makers is final. No further review beyond the appeal is permitted.

XIII. RETALIATION PROHIBITED

- A. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for policy or procedure violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, is strictly prohibited and a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of District policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIV. TRAINING

- A. The District shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the District's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel are posted on the District's website.

XV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, District employees, and employee unions.
- B. The District shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work email address on its website and in each handbook that it makes available to parents/guardians, employees, students, unions, or applicants.
- C. The District must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the District, with the following:
 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 2. Notice that the District does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 4. Notice of the District's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the District will respond.

XVI. RECORDKEEPING

- A. The District must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District must document:
 1. The basis for the District's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the District has taken that are designed to restore or preserve equal access to the District's education program or activity; and
 3. If the District does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The District must also maintain for a period of seven calendar years records of:
 1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Legal References:

[*Minn. Stat. § 121A.04 \(Athletic Programs; Sex Discrimination\)*](#)
[*Minn. Stat. § 121A.40 – 121A.575 \(Minnesota Pupil Fair Dismissal Act\)*](#)
[*Minn. Stat. Ch. 363A \(Minnesota Human Rights Act\)*](#)
[*20 U.S.C. §§ 1681-1688 \(Title IX of the Education Amendments of 1972\)*](#)
[*34 C.F.R. Part 106 \(Implementing Regulations of Title IX\)*](#)
[*20 U.S.C § 1400, et seq. \(Individuals with Disabilities Education Improvement Act of*](#)

2004) 29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)

42 U.S.C. § 12101, et seq. (Americans with Disabilities Act of 1990, as amended)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)

20 U.S.C. § 1092 et seq. (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross References:

~~END120 Harassment & Violence~~

Policy 102 (Equal Educational Opportunity)

Policy 413 (Harassment and Violence)

Policy 506 (Student Discipline)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

SECOND READ

POLICY SERIES: Student

SUBJECT: Hazing Prohibition

BOARD APPROVED: September 2012, October 2014

REVISION DATE: October 2016, April 25, 2024

526 Hazing Prohibition and Reporting Procedures Policy

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. Hazing activities of any type are inconsistent with the educational goals of the District. Hazing is expressly prohibited on or off District property and during and after District hours. Hazing often occurs off school grounds, after school hours, and on non-school days. Students are advised that hazing is prohibited whenever and wherever it occurs.
- B. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- C. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- D. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- E. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- F. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- G. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- H. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- I. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- J. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies.
- B. “Student organization” means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- E. “Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- F. “Student” means a student enrolled in a public school.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts

immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The building principal/supervisor is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.
- F. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments, or educational or work environment.
- G. Reports of hazing 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 hazing and the record of any resulting investigation.
- H. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing 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 hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent

with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and 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 or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

VIII. DISCIPLINE

- A. The District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who is found to have violated this policy.
- B. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior, and conform to state law.
- C. Such disciplinary action may include, but is not limited to:
 - 1. Warning
 - 2. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
 - 3. Restorative Practices;
 - 4. Meeting with a school counselor, school psychologist, or school social worker to help determine what kind of additional support is needed;
 - 5. For students receiving special education services a review of the current Individual Education Plan (IEP) to include the Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP);
 - 6. Suspension
 - 7. Exclusion
 - 8. Expulsion
 - 9. Transfer

10. Remediation
11. Termination, or
12. Discharge

Legal References:

Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

SECOND READ

POLICY SERIES: Students

SUBJECT: Student Discipline

BOARD APPROVED: September 2012, October 2014

REVISION DATE: October 2016, April 2024

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. This policy will enhance the school district's ability to maintain a positive learning environment. 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 Board is committed to providing innovative educational services that meet the unique needs of its students. To that end, the Board advocates a proactive approach to issues of student conduct and behavior that keeps students in the learning environment.

The District adheres to the use of positive behavioral supports. School environments that are positive, predictable, relevant, and effective are safer, healthier and more caring, have enhanced learning and teaching outcomes and can provide a continuum of support for all students.

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

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

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

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. 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, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 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. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.
- C. "Parent" means the student's guardian/ caregiver, legal guardian, or surrogate guardian identified by the district.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
 - 2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
 - 3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The 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. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

- C. Principal. School leaders are responsible for co-creating a school-wide ecosystem where students and adults feel seen, heard, and empowered. They are responsible for monitoring the systems, structures, supports, culture and climate to ensure a culturally responsive learning environment for both educators and students. The school principal is given the responsibility and authority to enforce the expectations, rules, and regulations within the student/family handbook. 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 restrain a student to prevent imminent bodily harm or death to the student or another.
- D. Teachers. Educators are responsible for leveraging their sphere of influence with the students and families they serve by co-creating a classroom learning environment that affirms students and families as equal partners. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the 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 restrain a student to prevent imminent bodily harm or death to the student or 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 to prevent bodily harm or death to the student or another.
- F. Parents or Legal Guardians. Parents/Families play a critical role to ensure students are successful in school and in life. They 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.
- I. Reasonable Force Reports
 - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
 - 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
 - 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress in a manner which meets standards of safety and health and which is consistent with applicable school district student handbook;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. Student Code of Conduct

- A. All students have the responsibility to:
 - 1. Conduct themselves in an appropriate, respectful, and courteous manner at all times.
 - 2. Familiarize themselves with the Student Handbook and all District policies and procedures governing student rights, obligations, and responsibilities and act accordingly.
 - 3. Follow all official notices and directives and comply with reasonable instructions given by an authority.
 - 4. Attend their program on a regular and consistent basis.
 - 5. Appropriately use all District property and equipment.
 - 6. Cooperate fully and truthfully in any inquiry or investigation conducted by the District.
 - 7. Immediately report to District staff any threat, harassment, hazing, bullying, act of intimidation or retaliation, and physical or verbal abuse or assault.
 - 8. Dress appropriately for District activities, so that one's dress, appearance does not interfere with or disrupt the educational process or District activities, or pose a threat to the health or safety of the student or others.
- B. 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. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. 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; It is not a violation of this policy for an Indigenous adult to light tobacco on District property as part of a traditional Indigenous spiritual or cultural ceremony. An Indigenous person is someone who is a member of an Indian tribe as defined under Minnesota law.
9. 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;
10. 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);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. 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;
17. 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;
18. 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;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disruptive or disrespectful behavior, defiance of authority, cheating, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. 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;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire 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;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. 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;
34. 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;
35. Words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. 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;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. 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;
40. 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;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, sexual orientation, gender identify, or gender expression;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 - 1. a student causes or is likely to cause serious physical harm to other students or staff;
 - 2. the student's parent or guardian specifically consents to the use of recess detention; or
 - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. Disciplinary Action Options

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

- 1. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- 2. Restorative Practices;
- 3. Meeting with a school counselor, school psychologist, or school social worker to help determine what kind of additional support is needed;
- 4. Social Emotional Learning (SEL) skills instruction;
- 5. Other positive supports that teach needed behavior skills and /or replacement behaviors;
- 6. Community service in the school;
- 7. Collaborative and Proactive Solutions (CPS);
- 8. For students receiving special education services a review of the current Individual Education Plan (IEP) to include the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP);
- 9. 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.
- 10. Parent contact;
- 11. Parent conference;

12. Removal from class;
13. In-school suspension;
14. Restriction/Loss of privileges;
15. Revised class schedule;
16. Referral to in-school or community support services;
17. Referral to community resources or outside agency services;
18. Referral to police, other law enforcement agencies, or other appropriate authorities;
19. Preparation of an admission or readmission plan;
20. Other disciplinary action as deemed appropriate by the school district.
21. In Extreme Circumstances:
 - a. A suspension or dismissal, under the Pupil Fair Dismissal Act, for a portion of a day may occur and requires approval from the Assistant Superintendent or designee.
 - b. A recommendation will be made to the home district regarding any proposed exclusion or expulsion, under the Pupil Fair Dismissal Act, for example, based on weapons possession with willful intent to cause harm.
 - c. Police intervention and/or County Crisis team intervention will require notification to the Executive Director and/or Directors of Special Services and Education Programs.

XI. Removing 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. 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. Conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

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

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.

- 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. Procedures for Removal of a Student From a Class.
Authority to remove a student from class shall rest with the staff immediately involved. If removal is for part of one class period simply to provide the student with some time to avoid problems, self-regulated, or due to violent behavior.

The following procedures must be observed:

- A. Students must be sent to another area clearly designated by the building principal.
- B. Staff will provide constant supervision of the student.
- C. Staff will involve the principal and/or other staff if support is needed.
- D. Staff will document the following information:
 - 1) Specific grounds for removal
 - 2) Length of period of removal
 - 3) Conditions of re-entry/re-admission plan
- E. Staff will contact the parent and provide the above information.
- F. Building Administrators will monitor students who are removed from class on a monthly basis and determine support as needed.
- G. Removal from class of students with disabilities must comply with the conditions specified in state and federal laws and rules. The student's special education case manager will be notified of the incident leading to removal from class.

XII. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. 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 use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425, is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
- 1. Violation of any reasonable school board regulation, including those found in this policy;
 - 2. Conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 - 3. Conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.
- C. Disciplinary Dismissals Prohibited
- 1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
 - 2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
 - 3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, 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. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. 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 student'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.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must 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.
5. 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.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school 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 Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. 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.

8. 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. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
9. 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, Minnesota Statutes, sections 121A.40-121A.56, 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. (See attached sample Notice of Suspension.)
10. 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.
11. 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.
12. 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) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (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 re-enrollment 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, Minnesota Statutes, sections 121A.40-121A.56.
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, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices 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 must 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 (MDE) and is posted on its website.
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 MDE. 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 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 any tests or reports 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 Commissioner of the Minnesota Department of Education (Commissioner) 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 twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. 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.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain 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.

XIV. 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 applicable law. 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 exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil 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 pupil's age, grade, gender, race, and special education status.

XV. 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 records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13.

XVI. STUDENTS WITH DISABILITIES

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.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant,

the student has been provided appropriate services for truancy (Minnesota Statutes chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of 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.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

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.

XX. 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 and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
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 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)

Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

Policy 413 (Harassment and Violence)
Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
Policy 501 (School Weapons)
Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
Policy 514 (Bullying Prohibition Policy)
Policy 524 (Internet Acceptable Use and Safety Policy)
Policy 525 (Violence Prevention)
Policy 526 (Hazing Prohibition)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Policy Summary

502 Student Searches Policy

Date: April 16, 2024

Policy Last Reviewed: Procedure was reviewed in 2015

Overview of Recommendations:

District 287 had a Procedure regarding Student Searches. Updates include moving it from a procedure to a policy (mandated) and incorporating current MSBA language. The AdHoc committee is recommending updated language outlined in the Summary of Changes below.

Summary of Changes:

Policy Series/Numbering/Title - Language has been updated to align with MSBA model structure and numbering.

II. General Statement of Policy

- Added updated language from MSBA model

III. Definitions

- Renumbered due to adding General Statement
- D. Reasonable suspicion - added language

IV. Procedures

- Renumbered due to above
- B. a. i. updated language to align with District 287 current process
- D. updated with legal requirement to notify the police

Cross References and Legal References

- Updated to align with MSBA references

Equity Impact:

The AdHoc discuss these questions:

- Who is impacted in these changes/ Who's voice was at the table?
- Who is benefiting from these changes?
- Who is intentionally being marginalized?

Student feedback included: "agreeing with the need for weapon detection systems and searches to make the schools safer for students, that students should be present for any searches and that in the classroom, teachers should also have reasonable suspicion to search their stuff so discrimination does not become a bigger issue than it is". Administration recommended that we look at our practice and provide training to ensure we are consistently aligned with policy. The MSBA model outlined strip searches or body

cavity searches, which we do not do in District 287 and therefore not added to the policy. Staff would like an internal process for when the system is down and wanding expectations as well as if items are confiscated, what can be returned and to who.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

~~UNIFORM PROCEDURE~~ DISTRICT POLICY

FIRST READ

POLICY SERIES: Students

~~RELATES TO POLICY SERIES:~~ Student Rights & Responsibilities

~~SUPPORTS POLICY#:~~ SRR 120 Student Conduct and Discipline

SUBJECT: Search of Student Lockers, Desks, Personal Possession, and Student's Person

BOARD APPROVED:

REVISION DATE: April 2015

~~5080 Policy 502 Search of District Property,~~ Student Lockers, Desks, Personal Possessions and Student's/Visitor's Person

I. PURPOSE

The purpose of this procedure is to maintain a safe, secure and distraction-free learning and working environment by enforcing the District's policies against contraband. This procedure strikes a balance between a student or visitor's limited expectation of privacy with the District's need to foster an environment conducive to education.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks

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

C. Personal Possessions and Student's Person

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

D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.

III. DEFINITIONS

A. "Contraband" means any unauthorized item possession of which is prohibited by the

law, District policy, procedure or Student Handbook. It includes, but is not limited to, weapons and “look-alikes,” alcoholic beverages, controlled substances and “look-alikes,” and stolen property.

- B. “Personal possessions” includes, but is not limited to, purses, backpacks, book bags, packages, clothing and personal electronic devices.
- C. “Personal electronic devices” means any devices not owned by the District that electronically communicate, send, store, receive, reproduce and/or display audio, video, text or other electronic data.
- D. “Reasonable suspicion” means that a school official has grounds to believe that the search will result in evidence of a violation of law, District policy, procedure or Student Handbook. Such grounds may be based on: a school official’s personal observation; a report from a student, parent/guardian or staff member; **a student’s suspicious behavior, a student’s age and past history or record of conduct both in and out of the school context,** or other reliable sources of information. It is important to take into account the context for the student’s behavior, as well as the student’s age, disability, and past history or record of conduct both in and out of the school context.
- E. “Reasonable scope” means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

III. IV. PROCEDURES

A. Searches of District Property

- a. District property, including but not limited to school lockers, desks, cubbies and District owned electronic devices, is within the exclusive control of the District and subject to search at any time. Inspection of District property may be conducted by school officials for any reason, at any time, without notice, with or without consent. Inspections will be conducted by at least two school officials, when feasible.
- b. Personal possessions within a school locker, desk or cubby may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law, District policy, procedure or the Student Handbook.
- c. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers, desks, or cubbies were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Searches of Personal Possessions and Student’s/Visitor’s Person

a. Administrative Searches

- i. General Scans: Upon entering District **school** sites listed below during school hours and events, the person and personal possessions of all students and visitors will be scanned **by going through the weapon detection system.** ~~Each site shall be equipped and/or be scanned with hand-held metal detectors, and at some sites, a walk-through metal detector.~~ Students, visitors and their possessions will pass a **metal weapon** detector scan before entering the building. ~~District sites conducting general scans include: Edgewood Education Center, North Education Center, Northwest Tech Center, South Education Center and West Education Center.~~
- ii. Any object that registers on the metal detector scan must be exposed voluntarily, or a reasonable suspicion search will follow. Once the object is located that caused the alarm and the alarm does not sound when passed over

- the student or visitor, the scan shall stop.
- iii. Students or visitors who cannot pass through a walk-through metal detector will be scanned using a hand-held metal detector.
 - iv. Exceptions to the general scan procedure will be determined through the IEP or Section 504 Team and will be based on a consideration of disability-related needs or other special circumstances. In the event that an individual does not have an IEP or Section 504 Plan, the building principal or designee will review the request and make the determination.
- b. Reasonable Suspicion Searches
- i. School officials may inspect a student or visitor's personal possessions and/or a student or visitor's person based on a reasonable suspicion that the search will uncover a violation of law, District policy, procedure or the Student Handbook. Such inspections may include, but are not limited to, a visual inspection or hand search. The building principal shall determine when it is appropriate to contact police for assistance.
 - ii. A search of a student or visitor's personal possessions and/or a student or visitor's person will be reasonable in its scope and intrusiveness.
 - iii. Unless exigent circumstances exist, school officials will consider the following factors prior to searches of personal electronic devices: whether confiscation of the device(s) sufficiently minimizes the risk of disruption to the educational environment and to student learning, whether there is consent to the search, the purpose of the search and whether the scope of the search can be narrowly-tailored to serve that purpose.
- C. If a student is found to be in unlawful possession of controlled substances or alcohol, appropriate actions will be taken to ensure the personal safety of the student and others, including but not limited to confiscation of the item(s), contact with a parent/guardian, a referral to the school's chemical pre-assessment team, community or county-based services, drug or alcohol assistance or rehabilitation programs, and/or police. Disciplinary actions may also be taken consistent with District policies, procedures and the Student Handbook.
- D. If anyone is found to be in unlawful possession of a weapon, appropriate actions will be taken to ensure the personal safety of students and others, including but not limited to confiscation of the item(s), [contact the police](#), contact with a parent/guardian, and disciplinary actions consistent with District policies, procedures and the Student Handbook. If a student has brought a firearm to school unlawfully, the District must inform the [police criminal justice or juvenile delinquency system](#) as soon as practicable.
- E. A copy of this procedure will be included in the Student Handbook. A notice related to the potential for administrative searches shall be posted at District sites.

Cross References:

[SRR 120 Student Conduct and Discipline Policy](#)
[SRR 180 Weapons Policy](#)
[HM 140 Drug-Free Workplace/Drug-Free Schools Policy](#)
 Policy 417 (Chemical Use and Abuse)
 Policy 418 (Drug-Free Workplace/Drug-Free School)
 Policy 501 (School Weapons)
 Policy 506 (Student Discipline)

Legal References:

[U. S. Const., amend. IV](#)
[Minn. Const., art. I, § 10](#)
[Minn. Stat. § 121A.05](#) (Policy to Refer Firearms Possessor)
[Minn. Stat. § 121A.72](#) (School Locker Policy)
[New Jersey v. T.L.O., 469 U.S. 325 \(1985\)](#)

Riley v. California, 134 S. Ct. 2473 (2014)

R.S. v. Minnewaska Area School District No. 2149, 894 F. Supp. 2d. 1128 (D. Minn. 2012) *G.C. v. Owensboro Public Schools*, 711 F.3d 623 (6th Cir. 2013)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Policy Summary

Policy 524 Internet Acceptable Use

Date: April 16, 2024

Policy Last Reviewed: February 2015

Overview of Recommendations:

Updates include current MSBA language. The AdHoc committee is recommending updated language outlined in the Summary of Changes below.

Summary of Changes:

Policy Series/Numbering/Title - Language has been updated to align with MSBA model structure and numbering.

II. General Statement of Policy

- Removed old language and replaced with updated language from MSBA model

III. Limited Educational Purpose

- Added language to address internet per MSBA model

IV. Use of Technology is a Privilege

- Removed redundant language that is now part of the new section V. Unacceptable Uses, which is more complete.

V. Unacceptable Uses

- Added new section per MSBA model recommendations

VI. Filter

- Renumbered due to added section V. Unacceptable Uses

VII. Consistency with other School Policies

- Added new section per MSBA model recommendations

VIII. Limited Expectation of Privacy

- Renumbered
- Added B., C. D., E., F. per MSBA model recommendations

Added these sections per MSBA model policy

- IX. Internet Use Agreement
- X. Limitation on School District Liability

- XI. User Notification
- XII. Parents’/Guardian’s responsibility; Notification of Student Internet Use
- XIII. Notification regarding Technology Providers
- XIV. School-Issued Devices
- XV. Cell Phones
- XVI. Limit on Screen time for Children in Preschool and kindergarten
- XVII. Implementation; Policy Review

Cross References and Legal References

- Updated to align with MSBA references

Equity Impact:

The AdHoc discuss these questions:

- Who is impacted in these changes/Who’s voice was at the table?
- Who is benefiting from these changes?
- Who is intentionally being marginalized?

Students expressed concern about not being able to use your cell phone in school. Some students take public transportation and/or family members drive them and they need to be able to communicate with their family. They also wanted to use their phones during lunch. Administration recommended a strict no cell phone in school. In the policy we state that they can not be used in class. This policy, along with the acceptable use guideline, bullying policy, and other policies address any cyber bullying, threats, etc. via social media/ phone.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: ~~Technology & Communication~~ **Students**

SUBJECT: **Internet Acceptable Use and Safety Policy**

BOARD APPROVED: February 2012

REVISION DATE: February 2015, **May 2024**

~~TC120 Technology Responsible Policy~~ **524 Internet Acceptable Use and Safety Policy**

I. PURPOSE

The purpose of this policy is to set forth guidelines for the safe and responsible [access and](#) use of the District's technology. The District's technology includes but is not limited to desktop computers, laptops, netbooks, telephones, voicemail, mobile phones, other wireless devices, mobile computing devices and the applications they support and/or access.

II. GENERAL STATEMENT OF POLICY

~~In making decisions regarding student and employee access to the District's technology, the District considers its own stated educational mission, goals and objectives. Electronic information research skills are now fundamental to the preparation of citizens and future employees. The District expects instructional staff to integrate thoughtful use of the District's technology throughout the curriculum and to provide guidance and instruction to students to use these resources safely and wisely.~~

[In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.](#)

III. LIMITED EDUCATIONAL PURPOSE

The District provides students and employees with access to its technology, [which includes Internet access](#) for limited educational purposes. This limited educational purpose includes use of the District's technology for classroom activities, educational research, and professional or career development activities consistent with the mission of the District and its policies. Use of the internet may include using electronic mail, creating Internet Web pages, and sending, receiving, storing and sharing documents. Students will receive information about safe and responsible use of the internet, including how to protect their personal information when communicating on the internet, cyberbullying and harassment. Uses, which might be responsible on a user's private personal account on another system, may not be responsible on this limited-purpose network.

IV. USE OF TECHNOLOGY IS A PRIVILEGE

- A. The use of District technology is a privilege, not a right. When using District technology, students and staff shall not utilize language that is inappropriate in the educational setting or is disruptive to the educational process; ~~engage in activities that are illegal; engage in plagiarism or copyright infringement or engage in actions that jeopardize the security of the technology. District technology shall not be used to: vandalize, damage or disable the property of another person or organization; deliberately degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means; tamper with, modify or change the District software, hardware or wiring or take any action to violate the District's security system; or disrupt the use of the system by other users. District technology shall be used in a manner that protects the confidentiality of information about students and staff and is fully in accord with the student and staff confidentiality protection requirements of federal law, state law, and District policy. A complete list of irresponsible uses may be found in the District's procedure on Technology Responsible Use and Safety.~~
- B. The District has the authority to impose consequences on and take disciplinary measures against any student or employee who engages in an act that has the effect of harassing, intimidating, or otherwise advocating violence or discrimination against other people that takes place through the use of District technology, use of a personal electronic device on District property, or any off-campus activities that cause or threaten to cause a substantial or material disruption at school or interference with the rights of students and employees to be secure. Depending on the nature and degree of the violation and the number of previous violations, irresponsible use of the District technology or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate District policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use

- the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
 6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
 - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
7. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

¶ VI. FILTER

- A. With respect to any of its technology, the District may at any time monitor the online activities of minors and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter internet access to any visual depictions that are 1) obscene; 2) child pornography; or 3) harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; or
 - 3) is intended to or could reasonably be expected to have the effect of promoting or inciting violence towards other people; and
 - 4) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

~~Due to the nature of the internet, there can be no absolute guarantee that the technology protection measures implemented will fully protect students against access to material or people that may be considered inappropriate or potentially harmful. The District will not be responsible for any damage students may suffer if they accidentally or intentionally are exposed to such materials or people.~~

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of its technology, the District does not relinquish control over materials on the District's system. Users should expect only limited privacy in the materials (including

personal files) on the District's system.

- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.

4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS'/GUARDIAN'S RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents/guardians bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents/guardians are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents/guardians will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents/guardians the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent/guardian" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
 1. any location-tracking feature of a school-issued device;
 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
 1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

1. Students are prohibited from using cell phones and other electronic communication devices during instruction/class. Some programs/schools may prohibit cell phones and other electronic

communication devices during the entire school day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.

2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.
3. Students who use an electronic communication device during instruction/class and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

CROSS REFERENCES:

[Internet Filtering: A New Vision for Promoting Responsible Student Use of Information](#)

Cellular Devices Procedure

Social Media Guidelines for Staff and Students

Staff E-mail Guidelines and Operating Procedures

Staff Security Guidelines and Procedures

[Equipment Management Procedures](#)

Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

Policy 406 (Public and Private Personnel Data)

Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

Policy 506 (Student Discipline)

Policy 514 (Bullying Prohibition Policy)

Policy 515 (Protection and Privacy of Pupil Records)

Policy 519 (Interviews of Students by Outside Agencies)

Policy 521 (Student Disability Nondiscrimination)

Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)

Policy 603 (Curriculum Development)

Policy 604 (Instructional Curriculum)
Policy 606 (Textbooks and Instructional Materials)
Policy 806 (Crisis Management Policy)
Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

LEGAL REFERENCES:

~~15 U.S.C. § 6501 et seq (Children’s Online Privacy Protection Act)~~
~~17 U.S.C. § 101 et seq (Copyrights)~~
~~20 U.S.C. § 6751 et seq (Enhancing Education through Technology Act of 2001)~~ 17
~~U.S.C. § 1701 et seq (Children’s Internet Protection Act of 2000 (CIPA))~~ 47 C.F.R.
~~54.520 (FCC rules implementing CIPA)~~
~~Minn. Stat. § 125B.15 (Internet Access for Students)~~
~~Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S. Ct. 733, 21 L.Ed.2d 731 (1969)~~
~~United States v. American Library Association, 539 U.S. 194, 123 S. Ct. 2297, 56 L.Ed.2d 221 (2003)~~
~~Layshock v. Hermitage Sch. Dist., 412 F. Supp. 2d 502 (2006)~~
~~J.S. v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)~~
[Minn. Stat. Ch. 13 \(Minnesota Government Data Practices Act\)](#)
[Minn. Stat. § 13.32 \(Educational Data\)](#)
[Minn. Stat. § 121A.031 \(School Student Bullying Policy\)](#)
[Minn. Stat. § 124D.166 \(Limit on Screen Time for Children in Preschool and Kindergarten\)](#)
[Minn. Stat. § 125B.15 \(Internet Access for Students\)](#)
[Minn. Stat. § 125B.26 \(Telecommunications/Internet Access Equity Act\)](#)
[15 U.S.C. § 6501 et seq. \(Children’s Online Privacy Protection Act\)](#)
[17 U.S.C. § 101 et seq. \(Copyrights\)](#)
[20 U.S.C. § 1232g \(Family Educational Rights and Privacy Act\)](#)
[47 U.S.C. § 254 \(Children’s Internet Protection Act of 2000 \(CIPA\)\)](#)
[47 C.F.R. § 54.520 \(FCC rules implementing CIPA\)](#)
[Mahanoy Area Sch. Dist. v. B.L., 594 U.S. ____ , 141 S. Ct. 2038 \(2021\)](#)
[Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 \(1969\)](#)
[United States v. Amer. Library Assoc., 539 U.S. 194\(2003\)](#)
[Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 \(D. Minn. 2015\)](#)
[R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 \(D. Minn. 2012\)](#)
[Tatro v. Univ. of Minnesota, 800 N.W.2d 811 \(Minn. App. 2011\), aff’d on other grounds 816 N.W.2d 509 \(Minn. 2012\)](#)
[S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 \(8th Cir. 2012\)](#)
[Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 \(W.D. Mo. 2012\)](#)
[M.T. v. Cent. York Sch. Dist., 937 A.2d 538 \(Pa. Commw. Ct. 2007\)](#)

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Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Policy Summary

Policy 533 Wellness

Date: April 16, 2024

Policy Last Reviewed: June 2021

Overview of Recommendations:

Updates include current MSBA language. The AdHoc committee is recommending updated language outlined in the Summary of Changes below.

Summary of Changes:

Policy Series/Numbering/Title - Language has been updated to align with MSBA model structure and numbering.

II. General Statement of Policy

- D. Added updated language from MSBA model
- Renumbered rest of section
- F. Added updated language from MSBA model

Cross References and Legal References

- Updated to align with MSBA references

Equity Impact:

The AdHoc discuss these questions:

- Who is impacted in these changes/Who's voice was at the table?
- Who is benefiting from these changes?
- Who is intentionally being marginalized?

A couple times a year, nutrition staff have students participate in food tasting and recommend new menu selections. More exotic fruits and larger portion sizes is still a recommendation by students. Each building has a "special meal" and students would like the "special meal" more often. Parents also provided feedback during the strategic plan on providing more culturally diverse foods and larger portion sizes because their children come home hungry. The wellness committee also reviewed the policy and agreed with language changes.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: ~~Health and Medical~~ **Students**

SUBJECT: Wellness

BOARD APPROVED: February 2013, June 2017, December 2019, June 2021

REVISION DATE: June 2021, **May 2024**

HM180 Policy 533 Wellness

I. PURPOSE

The purpose of this policy is to articulate the Board's commitment to wellness as it relates to food, nutrition and physical activity, to set forth methods that promote student and staff wellness, and prevent and reduce childhood obesity. This policy is also designed to assure that school meals and other food and beverages sold and otherwise made available at school during the school day are consistent with applicable local, state, and federal standards.

II. GENERAL STATEMENT OF POLICY

- A. The Board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and learning.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The District encourages the involvement of parents/guardians, students, food service personnel, teachers, school health professionals, the Board, administrators, and the general public in the development, implementation, and periodic review and update of the District's wellness policy.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.**
- ~~D.~~ **E.** All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- ~~E.~~ **F.** Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; **and will provide clean, safe, and pleasant settings and adequate time for students to eat.**

F.G. School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;

G.H. The District establishes and maintains oversight, implementation, communication and monitoring of the policy and its established goals and objectives.

III. WELLNESS GOALS

A. Nutrition Promotion and Education

1. The District will encourage and support healthy eating by students and engage in nutrition promotion and education that is:
 - a. part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate and culturally relevant wellness and participatory activities, such as contests, promotions, taste testing, gardening and community-based instruction as teaching tools.
2. The District will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, fundraising events, concession stands, and student stores.

B. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Schools will not withhold or use physical activity as a consequence or punishment.
4. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

C. Communications with Parents/Guardians

1. The District recognizes that parents and guardians have a primary role in promoting their children's health and well-being.
2. The District will support parents'/guardians' efforts to provide a healthy diet and daily physical activity for their children.
3. The District encourages parents/guardians to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The District will provide information about physical education and other school-based physical activity opportunities and will support parents'/guardians' efforts to provide their children with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

A. School Meals

1. The District will provide healthy and safe school meal programs, including the USDA School Breakfast Program, that comply with all applicable federal, state, and local laws, rules, and regulations.
2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
4. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.
5. Food service personnel will adhere to all applicable federal, state, and local food safety and security guidelines.
6. The District has implemented plans to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
7. The District will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
8. The District will provide students with sufficient time to eat school meals and will schedule meal periods at appropriate times during the school day.
9. The District will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.
10. To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available near cafeterias and accessible during mealtimes. Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.
11. The District will promote healthy food and beverage choices using the following marketing and merchandising techniques:
 - Whole fruit options are available.
 - Sliced or cut fruit is available daily.
 - Daily fruit and vegetable options are displayed in a location in the line of sight and reach of students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is available with other beverages in all coolers.
 - Alternative entrée options are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).

- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Daily online announcements are used to promote and market menu options.

B. School Food Service Program/Personnel

1. The District shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the District's responsibility to operate a food service program, the District will provide continuing professional development for all food service personnel.

C. Competitive Foods and Beverages

1. All foods and beverages sold at school to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, school stores, and for in-school fundraisers.
2. All competitive foods sold during the school day and extended school day will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

D. Celebrations, Rewards and Fundraising

1. Student wellness will be a consideration for all foods offered, but not sold, to students at school, including those foods provided through:
 - a. Celebrations and parties. The District will provide a list of healthy party ideas to parents/guardians and teachers, including non-food celebration ideas.
 - b. Classroom snacks brought by parents/guardians. The District will provide to parents/guardians a list of suggested foods and beverages.
2. Rewards and incentives. Schools will not use non-Smart Snack compliant foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as a consequence or punishment, and will recommend staff use physical activity as a reward when feasible.
3. Fundraising. Non-food fundraising is recommended. If food is sold as part of an out-of-school fundraiser, it should be sold according to the Competitive Foods Nutrition Standards. Please see the Fundraising Procedure for further information.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.
2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards, including but not limited to marketing on school property, in educational materials, media/publications.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT A.

Wellness Coordinator

1. The Superintendent will designate a District official to oversee the District's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

1. The Wellness Coordinator will permit parents/guardians, students, food service personnel, teachers of physical education, school health professionals, the Board, administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
2. The Wellness Coordinator will hold quarterly meetings, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the District's website and will be open to the public.

C. Staff Wellness and Health Promotion

The District will have a Wellbeing Action Team that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff to establish and support school building level wellness committees. When feasible, the District will offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors. Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing District reform or academic improvement plans/efforts.

VI. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

1. After approval by the Board, the wellness policy will be implemented throughout the District.
2. The District will post its wellness policy on its website.

B. Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

1. At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:

- a. the extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
 - b. the extent to which the District's wellness policy compares to model local wellness policies; and
 - c. a description of the progress made in attaining the goals of the District's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
 3. The triennial assessment report shall be posted on the District's website.

D. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The District's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the wellness policy for each school and efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the Wellness Committee).

Legal References:

Minn. Stat. § 121A.215 (Local School District Wellness Policy) 42 U.S.C. § 1751 et seq. (Healthy and Hunger-Free Kids Act)

42 U.S.C. § 1758b (Local School Wellness Policy)

42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)

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

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

7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources:

Minnesota Department of Education, www.education.state.mn.us

Minnesota Department of Health, www.health.state.mn.us

County Health Departments

Action for Healthy Kids Minnesota, www.actionforhealthykids.org

United States Department of Agriculture, www.fns.usda.gov

CONNECTIONS



News from the Association of Metropolitan School Districts

April 2024
Volume 21
Number 7

Empowering Voices, Shaping Futures: A Journey with South St. Paul Public Schools

April 26, 2024 Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

May 3, 2024 Board of Directors Meeting

7 a.m. - 9 a.m.
Quora Education Center
NE Metro 916
Little Canada

May 17, 2024 Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

May 24, 2024 Board of Directors Meeting

7 a.m. - 9 a.m.
Quora Education Center
NE Metro 916
Little Canada

In a dynamic educational landscape, South St. Paul Public Schools (SSPPS) stands committed to understanding and meeting the evolving needs of its learning community. With a determined focus on listening to the voices of its stakeholders, the district embarked on a transformative journey to understand their desires and aspirations for the future and the experience they expect in South St. Paul Public Schools.



Superintendent Dr. Zambreno is shown working with students at one of our elementary schools. This is one of the many workshop sessions district and school leaders engaged in with our students to hear their voices and learn what their desired daily experiences are at South St. Paul Public Schools.

Engaging with Purpose

Leadership from South St. Paul Public Schools embarked on a quest to dive deep into the hearts and minds of students, staff, and families. Through immersive workshops and heartfelt conversations, they sought to understand what each group shares in their desires for their daily experiences within our school community.

At the heart of this work lies the concept of "[Desired Daily Experiences](#)" — a guide that is driving the district's path towards excellence. These experiences summarize the collective desires of students, staff, and families, painting a vivid picture of their ideal school environment and experience.

Student Engagement and Success

Students expressed a strong desire to feel seen, heard, valued, and safe in a fun, engaging, challenging and supportive learning environment. SSPPS acknowledges and commits to the vital role of a positive and inclusive atmosphere in fostering active participation and academic achievements among students.

Continued on page 2

The 2024 legislative session is already winding down. In this month's newsletter, the research article provides an outline of the Governor's supplemental budget proposal and the joint supplemental budget targets agreed upon by the Governor, House, and Senate Leaders. The agreement includes a small allocation for education. As the session comes to a close, it is crucial for AMSD members to speak up and advocate for our priorities. I encourage you to contact your local legislators and request that they avoid enacting new mandates or requirements. Please ensure that they understand we need time and space to implement new programs successfully. Thank you for your assistance in advance!

From the AMSD Chair, Marcus Hill, West St. Paul-Mendota Heights-Eagan Board Member



A Journey of Collaboration, Empowerment and Continuous Improvement

Continued from page 1

Staff Satisfaction

Similarly, staff emphasized the importance of feeling respected and appreciated in their roles within the district. SSPPS is dedicated to meeting the needs of staff members, fostering a work environment where every individual feels valued and supported, ultimately contributing to higher job satisfaction and retention rates.

Partnership with Families

SSPPS recognizes the critical partnership between home and school in ensuring student success. We know when families feel valued, respected, and informed about their child's education, it builds trust and they are more likely to be actively involved in their child's learning journey.

Pathway to Packer Promise

With the knowledge gained from the [Desired Daily Experiences](#), SSPPS began mapping out the "Pathway to Packer Promise." This visionary roadmap focuses on promising to deliver on the core priorities identified by stakeholders.

- **Feeling Safe at School:** Recognizing safety as paramount, the district underwent a comprehensive overhaul of its safety protocols, fostering a culture of preparedness and vigilance.
- **Amplifying Student Voices:** SSPPS prioritizes student input and engagement at every level of decision-making. Through initiatives like Student School Board Representatives, Principal and Superintendent Advisory Councils, Elementary Ambassadors, and various Affinity Groups, SSPPS ensures student voices are heard and valued, shaping the direction of the district's initiatives.
- **Family Partnership:** SSPPS is continuing to build and increase family partnership through various advisory committees, dedicated student-family connect times, and family events and activities throughout the district. Bringing all of the critical players together to promote a sense of belonging and unity but also provide families with valuable resources, support networks, and opportunities for meaningful engagement in their child's education.
- **New Academic Model:** Exciting changes are also underway as SSPPS transitions to a new academic model tailored to meet the diverse needs of its students. In this new academic model, SSPPS is working to ensure that learning is not just challenging, but also exhilarating, by creating dynamic learning pathways that offer both on and off ramps for course exploration, allowing students to tailor their educational journey to their unique interests and aspirations. Our team of dedicated social workers, counselors, and psychologists work collaboratively to weave a safety net of support, ensuring that students feel valued, empowered, and equipped to overcome any obstacles they may encounter on their educational journey.

As SSPPS continues its journey of collaboration, empowerment, and continuous improvement, it remains committed to delivering on the Desired Daily Experiences of its learning community. By understanding and addressing the needs and expectations of stakeholders, SSPPS strives to enhance overall performance, promote equity and inclusion, and create a nurturing environment where every student can thrive. Together, with students, staff, and families, SSPPS is dedicated to shaping a future where every voice is heard, every dream is nurtured, and every child is empowered to reach their fullest potential.



During the roundtable event, district staff heard from more than 100 students about their school journey and what we could do to enhance their experience.

This month's member feature was submitted by Lisa Brandecker, Manager of Administrative Services and Communications, and Danette Childs, Communications Specialist, South St. Paul Public Schools.

Joint Supplemental Budget Targets Allocate \$43 Million for Education — Just \$18 Million in Ongoing Funding

While the February State Budget and Economic Forecast [projected a \\$3.715 billion surplus](#), expectations of a funding boost for education were quickly tempered with news that current state spending is projected to outpace revenue by almost \$1.5 billion in the 2026-27 biennium. While that would still leave a balance of more than \$2.2 billion in the 2026-27 biennium, an uncertain long-term economic outlook has left state policymakers cautious about new spending commitments.

Still, education leaders remained hopeful that Gov. Tim Walz and legislators would approve supplemental funding for E-12 education for the second half of this biennium to help school districts address historic inflationary cost increases as well successfully implement the myriad new programs and requirements adopted in the 2023 session.

However, the Governor recommended little to no additional funding for education in his 2024 Supplemental Budget Recommendations. A detailed chart of the Governor's supplemental budget recommendations can be found [here](#):

- [Governor's Supplemental Budget Recommendations](#)



Students testifying at the Minnesota Senate Education Finance Committee during the 2024 legislative session.

Not long after the Governor released his recommendations, Speaker Melissa Hortman and Majority Leader Erin Murphy announced they had reached an agreement with the Governor on supplemental budget targets that do propose a modest level of supplemental education funding.

Specifically, the joint agreement allocates \$43 million for education spending for the 2024-25 biennium. The agreement also sets spending targets for the 2026-27 biennium with an education target of \$18.05 million. In other words, \$18.05 million of the new funding approved this session can be a permanent increase and the remainder must be one-time under the agreement.

The joint agreement also includes a target of \$34.37 million for the Children and Families Committee and \$31.458 million in one-time funding for Educator Pensions, presumably for a one-year TRA employee contribution holiday of .5 percent. The Governor proposed \$15.7 million for a one-year .25 percent TRA employee contribution holiday and the joint agreement doubles the amount.

- [LINK: View the Joint Budget Targets](#)

Attention now turns to the House and Senate Education Finance Committees which will develop their respective supplemental budget bills.

The AMSD Legislative Committee recently approved a list of [2024 Session Priorities](#) — a streamlined version of the 2024 Legislative Platform — and is encouraging all AMSD members to advocate to their

Continued on page 4

AMSD Priorities: \$100 Per Pupil in One-Time Funding; No New Mandates

Continued from page 3

local legislators over the final weeks of the session. The recently agreed to joint budget targets notwithstanding, a key recommendation is to urge legislators to approve \$100 per pupil in one-time aid to support a successful implementation of the Read Act and other programs and requirements approved in the 2023 session. The priorities also include a plea to lawmakers to refrain from enacting new mandates in the 2024 session. A number of new requirements have been proposed and AMSD members are urging legislators to provide some breathing room, so school board members, administrators, teachers, and staff have an opportunity to implement the new programs and requirements previously adopted.

The latest updates on the 2024 session, as well as contact information for legislators and more, can be found on the AMSD 2024 Session website at <https://www.amsd.org/2024session/>.

AMSD members can also find contact information for legislators and more below:

- [LINK: Contact your local Senators](#)
- [LINK: Contact your local House Members](#)
- [LINK: Contact the Minnesota Legislature Leadership](#)



Mounds View Supt. Chris Lennox and AMSD Executive Director Scott Croonquist speak with Sen. Heather Gustafson (DFL-Vadnais Heights) following a Minnesota Senate Education Finance Committee meeting during the 2024 legislative session.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

January 2024 – December 2024	
January 11, 2024 Conflict MSBA Meeting January 25, 2024	
February 8, 2024	February 22, 2024
March 14, 2024	March 28, 2024 Conflict with Spring Break
April 11, 2024	April 25, 2024
May 9, 2024	May 23, 2024
June 13, 2024	June 27, 2024
No July Meeting	
August 22, 2024	
September 12, 2024	September 26, 2024
October 10, 2024	October 24, 2024
November 14, 2024	
December 12, 2024	

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

TENTATIVE

January 2025 – December 2025	
January 9, 2025 <i>(possible conflict MSBA Conference)</i>	January 23, 2025
February 13, 2025	February 27, 2025
March 13, 2025	March 27, 2025 <i>(Conflict with Spring Break)</i>
April 10, 2025	April 24, 2025
May 8, 2025	May 22, 2025
June 12, 2025	June 26, 2025
No July Meeting	
August 28, 2025	
September 11, 2025	September 25, 2025
October 9, 2025	October 23, 2025
November 13, 2025	
December 11, 2025	

INTERMEDIATE DISTRICT 287
April 25, 2024
SCHOOL BOARD CALENDAR

April 2024

23	Tuesday	Local 2209 & Board Meeting	1:00 PM	HYBRID
25	Thursday	General Meeting of the Board	6:30 PM	DSC

May 2024

09	Thursday	General Meeting of the Board	6:30 PM	DSC
23	Thursday	General Meeting of the Board	6:30 PM	DSC

June 2024

04	Tuesday	Ann Bremer Education Center (ABEC) Transition Graduation	9:30 AM	ABEC
04	Tuesday	Ann Bremer Education Center (ABEC) High School Graduation	1:00 PM	ABEC
04	Tuesday	West Education Center (WEC) W-ALT Tier 2 & 3 High School Graduation	5:00 PM	HTC
04	Tuesday	North Education Center (NEC) NECA & Special Education Graduation	6:00 PM	NEC
05	Wednesday	Hennepin Technical College (HTC) Transition Graduation	4:00 PM	HTC
05	Wednesday	Hennepin Technical College (HTC) High School Gateway Graduation	5:30 PM	HTC
06	Thursday	South Education Center (SEC) Tier 3 Transition Graduation	11:00 AM	SEC
06	Thursday	South Education Center (SEC) Tier 2 High School Graduation	6:00 PM	SEC
13	Thursday	General Meeting of the Board	6:30 PM	DSC
18	Tuesday	Get on the Bus – West Suburban Summer School	8:30 AM	DSC
27	Thursday	General Meeting of the Board – <i>Board Retreat</i>	4:30 PM	DSC
27	Thursday	General Meeting of the Board	6:30 PM	DSC

July 2024**No Meetings****August 2024**

22	Thursday	General Meeting of the Board	6:30 PM	DSC
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September 2024

12	Thursday	General Meeting of the Board	6:30 PM	DSC
26	Thursday	General Meeting of the Board	6:30 PM	DSC

October 2024

10	Thursday	General Meeting of the Board	6:30 PM	DSC
24	Thursday	General Meeting of the Board	6:30 PM	DSC

November 2024

14	Thursday	General Meeting of the Board	6:30 PM	DSC
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December 2024

12	Thursday	General Meeting of the Board	6:30 PM	DSC
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◆ General Board Meeting – Date Change

◆ New Event

◆ Event Date Change

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Get on the Bus & Local 2209/School Board Schedule
2023-2024

Get on the Bus

Tuesday, June 18th
West Suburban Summer School
Bus leaves 287 DSC @ 8:30 AM

Shannon Andreson

Renae Bowman

Local 2209/Board Meeting 1:00 PM

Tuesday, April 23rd
District Service Center
(3rd Floor – Room 316)

Renae Bowman