ROCK RIDGE PUBLIC SCHOOLS
411 SOUTH 5TH AVENUE
VIRGINIA MN 55792

Regular Meeting

Monday, August 24, 2020 at 6:00 PM

Spectrum Health Building, 1405 Progress Parkway, Virginia, MN 55792

AGENDA

Due to the declared health pandemic, the Stay Safe Order, the declared state of emergency, and pursuant to Minnesota Statute 13D.021, the public is invited to watch the meeting live (vmps.org or egschools.org) or via Zoom (Email stacie.lamppa@rrps.org to get the link). Comments for the school board meeting may be submitted no later than 3:30 pm on August 24, 2020 and they will be read aloud into the record.

1. Call to Order of regular meeting.
2. Pledge of Allegiance.
3. Roll Call.
4. Consider additions or deletions to the agenda.
5. Approve agenda.
6. Recognition of visitors and public comment regarding the meeting agenda.
7. Consider Consent Agenda:
    1. Approval of August 24, 2020 regular meeting minutes.
    2. Approval of August 17, 2020 special meeting minutes.
    3. Approval of hire of Eveleth-Gilbert fall coaches for the 2020-2021 school year.
    4. Approval of hire of Virginia fall coaches for the 2020-2021 school year.
    5. Approval of aides for Parkview Learning Center and Roosevelt Elementary School for the 2020-2021 school year.
    6. Approval of hire of proposed extracurricular positions at the Eveleth-Gilbert campus for the 2020-2021 school year.
    7. Approval of hire of Julie Lindeman for the Parkview Learning Center School Readiness/Friday Wrap Around Care position effective August 31, 2020.

8. Acceptance of resignation of Diane Hawley from the Parent Educator (ECFE) position effective August 4, 2020.
9. Acceptance of resignation of Jill Phillips from the Parent Educator (ECFE) position effective August 10, 2020.
10. Acceptance of resignation of Tara Peshel from the Yearbook Advisor position effective August 11, 2020.
11. Acceptance of resignation of JoAnne Johnson from the Para Educator position effective August 31, 2020.
12. Acceptance of resignation of Amanda Faulkner from the Elementary Teacher position with effective date contingent on hiring approval.
13. Consider leave of absence for Parkview Para Educator, Chrystal Olson, for the 2020-2021 school year.

8. Recognition/Reports:
    1. Superintendent.
        1. The eyes of Minnesota are on you.
        2. Start of the School Year and COVID-19 Planning.
        3. Consolidation and merger of systems.
        4. Employee contracts upcoming negotiations.
        5. Future planning for School Board.
            1. Elementary attendance boundaries.
            2. Roosevelt students and new construction.
9. Administration Items:
    1. Consider 1-Year Food Service Management Contract with INAC.
    2. Consider 2-year athletic agreement between Rock Ridge Public Schools and Marquette Catholic School.
    3. Consider agreement between Rock Ridge School District and Orthopaedic Associates of Duluth.
    4. Consider Amended Joint Powers Agreement Relating to the Establishment of a Joint Cable Television Access Board.
    5. Consider Franklin Elementary Student Handbook for 2020-2021.
    6. Consider Gilbert Campus Student Handbook for 2020-2021.
    7. Consider Eveleth-Gilbert Senior High School Student Handbook for 2020-2021.
    8. Consider Parkview Learning Center Student Handbook for 2020-2021.
    9. Consider Roosevelt Elementary Student Handbook for 2020-2021.
    10. Consider Virginia High School Student Handbook for 2020-2021.
    11. Consider Rock Ridge Public Schools Covid Plan - Back To School 2020-2021.
    12. Consider Rock Ridge Public Schools Employee Q & A.
10. Policies:
    1. 100 SCHOOL DISTRICT
        1. 101 Legal Status of the School District
        2. 101.1 Name of the School District
        3. 103 Complaints - Students, Employees, Parents, Other Persons
        4. 104 School District Mission Statement
    2. 200 SCHOOL BOARD
        1. 201 Legal Status of the School Board
        2. 202 School Board Officers

3. 203 Operation of the School Board - Governing Rules
4. 203.1 School Board Procedures; Rules of Order
5. 203.2 Order of the Regular School Board Meeting
6. 203.5 School Board Meeting Agenda
7. 203.6 Consent Agendas
8. 204 School Board Meeting Minutes
9. 205 Open Meetings and Closed Meetings
10. 206 Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
11. 207 Public Hearings
12. 208 Development, Adoption, and Implementation of Policies
13. 210 Conflict of Interest - School Board Members
14. 211 Criminal or Civil Action Against School District, School Board Member, Employee, or Student
15. 212 School Board Member Development
16. 213 School Board Committees

3. 300 ADMINISTRATION
    1. 301 School District Administraion
    2. 302 Superintendent
    3. 303 Superintendent Selection
    4. 304 Superintendent Contract, Duties, and Evaluation
    5. 305 Policy Implementation
    6. 306 Administrator Code of Ethics
4. 400 EMPLOYEES/PERSONNEL
    1. 403 Discipline, Suspension, and Dismissal of School District Employees
    2. 404 Employment Background Checks
    3. 405 Veteran's Preference
    4. 407 Employee Right to Know - Exposure to Hazardous Substances
    5. 408 Subpoena of a School District Employee
    6. 409 Employee Publications, Instructional Materials, Inventions, and Creations
    7. 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse
    8. 415 Mandated Reporting of Maltreatment of Vulnerable Adults
    9. 416 Drug and Alcohol Testing
    10. 420 Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions
    11. 421 Gifts to Employees and School Board Members
    12. 422 Policies Incorporated by Reference
    13. 423 Employee-Student Relationships
    14. 424 License Status
    15. 425 Staff Development
5. 500 STUDENTS
    1. 503 Student Attendance
    2. 504 Student Dress and Attendance
    3. 505 Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
    4. 507 Corporal Punishment

5. 508 Extended School Year for Certain Students with Individualized Education Programs
6. 509 Enrollment of Nonresident Students
7. 510 School Activities
8. 511 Student Fundraising
9. 512 School-Sponsored Student Publications and Activities
10. 513 Student Promotion, Retention, and Program Design
11. 517 Student Recruiting
12. 518 DNR-DNI Orders
13. 519 Interviews of Students by Outside Agencies
14. 522 Title IX Nondiscrimination Policy, Grievance Procedure and Process
15. 523 Policies Incorporated by Reference
16. 525 Violence Prevention [Applicable to Students and Staff]
17. 527 Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches
18. 528 Student Parental, Family, and Marital Status Nondiscrimination
19. 529 Staff Notification of Violent Behavior by Students
20. 530 Immunization Requirements
21. 531 The Pledge Of Allegiance
22. 535 Service Animals in Schools

6. 600 EDUCATION PROGRAMS
    1. 602 Organization of School Calendar and School Day
    2. 604 Instructional Curriculum
    3. 605 Alternative Programs
    4. 606 Textbooks and Instructional Materials
    5. 607 Organization of Grade Levels
    6. 608 Instructional Services - Special Education
    7. 609 Religion
    8. 610 Field Trips
    9. 611 Home Schooling
    10. 612.1 Development of Parent and Family Engagement Policies for Title I Programs 613 Graduation Requirements
    11. 613 Graduation Requirements
    12. 614 School District Testing Plan and Procedure
    13. 615 Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students
    14. 618 Assessment of Student Achievement
    15. 619 Staff Development for Standards
    16. 623 Mandatory Summer School Instruction 624 Online Learning Options
    17. 624 Online Learning Options
7. 700 NONINSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
    1. 701 Establishment and Adoption of School District Budget
    2. 701.1 Modification of School District Budget
    3. 702 Accounting
    4. 703 Annual Audit
    5. 704 Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System

6. 705 Investments
7. 706 Acceptance of Gifts
8. 707 Transportation of Public School Students
9. 708 Transportation of Nonpublic School Students
10. 710 Extracurricular Transportation
11. 711 Video Recording on School Buses
12. 712 Video Surveillance Other Than on Buses
13. 713 Student Activity Accounting
14. 714 Fund Balances
15. 720 Vending Machines

8. 800 BUILDINGS AND SITES
    1. 801 Equal Access to School Facilities
    2. 802 Disposition of Obsolete Equipment and Material
    3. 805 Waste Reduction and Recycling
    4. 807 Health and Safety Policy
9. 900 SCHOOL DISTRICT - COMMUNITY RELATIONS
    1. 901 Community Education
    2. 902 Use of School District Facilities and Equipment
    3. 904 Distribution of Materials on School District Property by Nonschool Persons
    4. 905 Advertising
    5. 906 Community Notification of Predatory Offenders
    6. 907 Rewards

11. Board Member Topics.
12. Unfinished Business.
13. Public comment regarding meeting agenda.
14. Meeting Announcements:
    1. Regular meeting on September 14, 2020 at 6:00 P.M. at the Spectrum Health Building.
15. Adjournment.

OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, AUGUST 10, 2020, 6:00 P.M.
SPECTRUM HEALTH BUILDING, 1405 PROGRESS PARKWAY, VIRGINIA, MN
MINUTES OF THE REGULAR SCHOOL BOARD MEETING

Members Present:

Murray Anderson
Gail Baribeau
Brandi Lautigar
Greg Manninen
Tim Riordan
Kelly Sather
Polly Sorcan
Matt Sjoberg
Stacey Sundquist
Tom Tammaro
John Uhan

Members Absent:

Bill Addy

Others Present:

Dr. Noel Schmidt, Superintendent
Bill Bryson, Technology Director
Todd Griepentrog, Principal
Shanon Kush-Jeffery, Early Childhood Director
Lisa Perkovich, Principal
Willie Spelts, Principal
Sheena Stefanich, Principal
Bob Voss, Transportation Director
Angie Williams, Principal

CHAIR SUNDQUIST called the regular meeting to order at 6:01 P.M. and the Pledge of Allegiance was recited and roll call was taken.

ADDITIONS/DELETIONS TO THE AGENDA:

Moved by ANDERSON, seconded by RIORDAN to add **"Hire Elisa Boe and Melinda Asuma" to the Consent Agenda**.

- Motion amended by ANDERSON to add **"Hire Melinda Asuma for 1.0 FTE Elementary Teacher" to the Consent Agenda.** Boe already on the agenda. (Hire recommendation for Asuma was provided at the time of the meeting.)
  Roll call vote – Anderson (Aye), Baribeau (Aye), Lautigar (Aye), Manninen (Aye), Riordan (Aye), Sather (Aye), Sorcan (Aye), Sjoberg (Aye), Sundquist (Aye), Tammaro (Aye), Uhan (Aye). Motion carried 11-0.

Moved by ANDERSON, seconded by SATHER to add **Letter of Recommendation for window treatments to Recognition/Reports 8a.** (Letter of Recommendation was provided at the time of the meeting.)
Roll call vote – Anderson (Aye), Baribeau (Aye), Lautigar (Aye), Manninen (Aye), Riordan (Aye), Sather (Aye), Sorcan (Aye), Sjoberg (Aye), Sundquist (Aye), Tammaro (Aye), Uhan (Aye). Motion carried 11-0.

RECOGNITION OF VISITORS/PUBLIC COMMENTS REGARDING THE AGENDA:

- Email from Katherine Disterhaft was distributed to board members at the meeting. Email was acknowledged as received by the board and considered read into the record.

CONSENT AGENDA:

Moved by SJOBERG, seconded by LAUTIGAR to **approve the Consent Agenda as amended.**
Roll call vote – Anderson (Aye), Baribeau (Aye), Lautigar (Aye), Manninen (Aye), Riordan (Aye), Sather (Aye), Sorcan (Aye), Sjoberg (Aye), Sundquist (Aye), Tammaro (Aye), Uhan (Aye). Motion carried 11-0.

- Payment of the bills.
- Approval of July 27, 2020 regular meeting minutes.
- Approval of August 3, 2020 regular meeting minutes.
- Approval of 2020-2021 contract for AVID Coach, Alicia Schroeder.
- Hire Kerrie Kvolstad as the Head Girls' Swim Coach for the 2020-2021 school year.
- Hire Susan Ellefson for the 0.4 FTE REACH Teacher position at the Eveleth-Gilbert High School for the 2020-2021 school year.
- Hire Elisa Boe for the 0.4 FTE Dean of Students position at Eveleth-Gilbert High Schol for the 2020-2021 school year.

- Hire Joshua Gibson for the 1.0 (0.3 Math/0.7 Science) Teacher position at the Gilbert Junior High School for the 2020-2021 school year.
- Hire Melinda Asuma for the 1.0 FTE Teacher position at Parkview Learning Center for the 2020-2021 school year.

REPORTS:
Moved by BARIBEAU, seconded by LAUTIGAR to **approve the window treatments letter of recommendation.**
Roll call vote – Anderson (Aye), Baribeau (Aye), Lautigar (Aye), Manninen (Aye), Riordan (Aye), Sather (Aye), Sorcan (Aye), Sjoberg (Aye), Sundquist (Aye), Tammaro (Aye), Uhan (Aye). Motion carried 11-0.

Dr. Schmidt provide information on the opening of school for Fall 2020 and acknowledged the presentation by the Advisory Team coming later in the meeting.

ADMINISTRATION:
Moved by MANNINEN, seconded by SATHER, to **approve the Blue Pride grant in the amount of $3,451 for Virginia tennis for court dividers and nets.**
Roll call vote – Anderson (Abstained), Baribeau (Aye), Lautigar (Aye), Manninen (Aye), Riordan (Abstained), Sather (Aye), Sorcan (Aye), Sjoberg (Aye), Sundquist (Aye), Tammaro (Aye), Uhan (Aye). Motion carried 9-0 with 2 abstentions.

Decision was made by board to forego interviews for the school board vacancy.

Moved by BARIBEAU, seconded by LAUTIGAR, to **appoint Mark Forte for the Rock Ridge School Board vacant director seat.**
Roll call vote – Anderson (Aye), Baribeau (Aye), Lautigar (Aye), Manninen (Aye), Riordan (Aye), Sather (Aye), Sorcan (No), Sjoberg (Aye), Sundquist (Aye), Tammaro (Aye), Uhan (Aye). Motion carried 10-1.

Update on Start of School, Fall 2020 presented by Advisory Team made up of principals of all schools, Early Childhood Director, Transportation Director, and Technology Director:

- Moved by SORCAN to eliminate Section 2 of the Resolution Adopting a Base Learning Model for the 2020-2021 School Year. No second. Motion failed.

- Moved by SATHER, seconded by LAUTIGAR, to **approve Option A as the Base Learning Model for 2020-2021 School Year**.
  Roll call vote – Anderson (Aye), Baribeau (Aye), Lautigar (Aye), Manninen (Aye), Riordan (Aye), Sather (Aye), Sorcan (No), Sjoberg (Aye), Sundquist (Aye), Tammaro (Aye), Uhan (Aye). Motion carried 10-1.

BOARD MEMBER TOPICS:
- ANDERSON reminded the board of reasons for choosing to abstain from a vote and apologized for abstaining in a previous meeting for the wrong reason.
- LAUTIGAR addressed the importance of having alternates chosen for school board committees.

UNFINISHED BUSINESS:
- LAUTIGAR updated the board on the Budget & Finance Committee decision to cut an Eveleth-Gilbert section of 3rd grade and a section of 6th grade during their committee meeting on August 10, 2020.
- Moved by BARIBEAU, seconded by ANDERSON to **approve the Resolution Filling School Board Vacancy By Appointment with Mark Forte filling the seat**.
  Roll call vote – Anderson (Aye), Baribeau (Aye), Lautigar (Aye), Manninen (Aye), Riordan (Aye), Sather (Aye), Sorcan (No), Sjoberg (Aye), Sundquist (Aye), Tammaro (Aye), Uhan (Aye). Motion carried 10-1.

PUBLIC INPUT READING MEETING AGENDA:

- Katherine Disterhaft spoke about her concerns about block scheduling for grades 7-12.

MEETING ANNOUNCEMENTS:

- Regular board meeting is August 24, 2020 at 6:00 P.M., Spectrum Health Building.
- Early Childhood Committee meeting on August 10, 2020 at 8:00 A.M. in the Eveleth Board Room.
- Budget and Finance Committee meeting on August 10, 2020 at 4:00 P.M. in the Eveleth Board Room.
- AFSCME/Teacher Negotiations Committee meeting on August 11, 2020 at 12:00 P.M. in the Eveleth Board Room.
- Policy Committee meeting on August 11, 2020 at 3:30 P.M. in the Eveleth Board Room.
- Activities Committee meeting on August 12, 2020 at 4:00 P.M. in the Eveleth Board Room.

ADJOURNMENT:

Motion to adjourn made by SATHER, seconded RIORDAN. Motion passed. Meeting adjourned at 7:58 P.M

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CHAIR – Stacey Sundquist CLERK – Kelly Sather

OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, AUGUST 17, 2020, 6:00 P.M.
VIA TELECONFERENCE
MINUTES OF THE SPECIAL SCHOOL BOARD MEETING

Members Present:		**Others Present:**
Bill Addy	Tim Riordan	Dr. Noel Schmidt, Superintendent
Murray Anderson	Pollyann Sorcan	
Gail Baribeau	Stacey Sundquist	
Brandi Lautigar	John Uhan (arrived at 6:04 P.M.)	
Greg Manninen		

Members Absent:	
Tom Tammaro	Matt Sjoberg
Kelly Sather	

CHAIR SUNDQUIST called the special meeting to order at 6:01 P.M. and the Pledge of Allegiance was recited and roll call was taken.

ADOPTION OF AGENDA:
Moved by RIORDAN, seconded by ANDERSON, to **approve the agenda as presented.**
Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Lautigar (Aye), Manninen (Aye), Riordan (Aye), Sorcan (Aye), Sundquist (Aye). (Uhan not present at this time.) Motion carried 8-0.

ADMINISTRATION:
Moved by BARIBEAU, seconded by ADDY, to **adopt the Resolution Relating to the Election of School Board Members and Calling the School District General Election.**
Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Lautigar (Aye), Manninen (Aye), Riordan (Aye), Sorcan (Aye), Sundquist (Aye), Uhan (Aye). Motion carried 9-0.

Moved by BARIBEAU, seconded by ANDERSON, to **approve Dan Johnson for the Roosevelt Elementary School Principal position for the 2020-2021 school year.**
Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Lautigar (Aye), Manninen (Aye), Riordan (Aye), Sorcan (No), Sundquist (Aye), Uhan (Aye). Motion carried 8-1.

PUBLIC INPUT READING MEETING AGENDA: None.

ADJOURNMENT:
Motion to adjourn made by RIORDAN, seconded LAUTIGAR. Motion passed. Meeting adjourned at 6:15 P.M

_____ _____
CHAIR – Stacey Sundquist CLERK – Kelly Sather

Fall 2020 Coaches			
Football			
	Derek Malner	Head	$5,532
	Dan Dosan	Assistant	$3,688
	Sean Streier	J.V.	$3,688
	open	7th Grade	$2,305
	Dan Berry	8th Grade	$2,305
	Mark Muhich	Volunteer	
	Nick Miller	Volunteer	
	Dave Kunz	Volunteer	
	Ryan Malich	Volunteer	
	Jake Fallos	Volunteer	
	Nate Perkio	Volunteer	
Girls Swimming			
	Perry Brown	Head	$5,532
	Megan Williams	Assistant	$3,688
	Erik Jankila	Volunteer	
Cross Country (Boys and Girls)			
	Jon Wagner	Head	$3,688
	Alyssa Radtke	Assistant	$2,305
	Allen Hawley	Volunteer	
	Tom Gustavson	Volunteer	
Girls Tennis			
	Dean Edstrom	Head	$3,688
	Jess Kralich	Assistant	$2,305
	Tom Prosen	Volunteer	
	Al Lograno	Volunteer	
	Katie Troutwine	Volunteer	
	McKenna Edstrom	Volunteer	
Volleyball			
	Beth Bittmann	Head	$5,532
	Alex Schlotec	Assistant	$3,688
	Jodi Westby	C Team	$3,688
	Carrie Klakoski	Junior High	$2,305
	OPEN **	Junior High	$2,305

2020-21 FALL COACHES

SPORT	HEAD	ASSTISTANT	C TEAM/ ASS'T./ JH		
B&G CROSS CTRY	Andy Del Greco	Ann Del Greco	Chris Ismil		
	$ 4,060	$ 2,668	$ 2,668		
GIRLS TENNIS	Kortney Rosati	Jill Oja			
	$ 4,060	$ 2,668			
GIRLS SWIMMING	Kerrie Kvolstad	Lora Langowski	David Setnicker		
	$ 5,670	$ 3,838	$ 2,668		

Activities Director	Date
Superintendent	Date

2020-2021 AIDES FOR PARKVIEW LEARNING CENTER AND RC
13.75 hours/week
$10.50/hour

PARKVIEW

Bob Bakos
Colleen Fingeroos
Jesse Majeski

ROOSEVELT

Carrie Andrick
Peter Pozniak
Meg Phillips
Colleen Larson
Peter Krasaway
Amanda Schug
Pat Lund
Doreen Maki
Christy LeMmons

)OSEVELT

Theater			PTS	NON contract extra items
Band				
Competitive Student Groups				
Other Student Organizations				
SH Yearbook	Deb Zasadni	2688	6.0	
JH Yearbook	Stace Landwer split with Leigh Zika	1344	3.0	
SH Honor Society	Kevin Burritt	1792	4.0	
SH Student Council	Rebekah Deedrick	1568	3.5	
JH Student Council	Sean Streier	1344	3.0	
NS Ambassadors	Stace Landwer	2240	5.0	
FR Safety Patrol	Jessica Kralich	896	2.0	
Organizers				
Supervision				
JH Hall Monitor (2 positions)	Roz and Linda	$9.50 per hour		$10.50
NS/JH Lunch Aide	Linda Hall, Mary Bradach, (need 2)	$10.50 per hour		$11.00
NS AM Supervision	Sheila Kutsi, Salina Lundstrom	$10.71 per day		$10.71 per day
FR AM Supervision	Paul Brainard	$12.45 per day		$12.45 per day
FR AM (CAFETERIA) Supervision	Ashley Prout	$14.88 per day		$14.88 per day
FR Lunch Aide	Mary Johnson, Paige Johnson	$11.00 per hour		$11.00
Athletics				

ROCK RIDGE PUBLIC SCHOOLS

INDEPENDENT SCHOOL DISTRICT #2909

411 5TH AVENUE SOUTH
VIRGINIA, MN 55792

Recommendation For Hire

Date: 8/20/20

I, Shanon Kush-Jeffery (Name of Administrator), recommend Julie Lindeman (Name of Applicant)
for hire in the following position:

Position: Parkview School Readiness/Friday Wrap Around Care

Schedule: School Readiness and Friday Calendars

Location: ☐ Virginia High School ☐ Roosevelt Elem. ☑ Parkview Learning Center ☐ District ☐ Other_____

☐ Eveleth-Gilbert High School ☐ Eveleth-Gilbert Junior High ☐ Nelle Shean Elem. ☐ Franklin Elem.

Effective date of this service: 08 / 31 / 2020 (Month / Day / Year) End date of this service, if applicable: 05 / 28 / 21 (Month / Day / Year)

Interviews conducted by: Shanon Kush-Jeffery

Kathy Kemen

Number of applicants received for this position:	Number of applicants interviewed:	Interview date:
3	1	8/20/20
Certified Staff: Salary	**Non-certified Staff: Hourly OR Salary**	**Extra-curricular Staff: Stipend**
$29.89	$	$
Placement on Salary Schedule:	**Additional Information:**	
	This applicant was a teacher at the Nelle Shean Elementary.	

SUPERINTENDENT'S OFFICE USE ONLY

Date Received	To Payroll	Informed Consent	Interview Materials	BG Check Complete	Employee Contacted	To Tech/Maint.	BB	SmartHR	PS	App.Track	Seniority List	Board Approved

Notes:

Updated 8/3/2020

Cost Proposal
Cost-Reimbursable – Food Service Management Contract

The vendor proposes to operate the food service management program for school food authority Rockridge during school year 2020-21, subject to the information provided by the SFA in its Request for Proposals (RFP), for the maximum per-meal costs to SFA shown below. The awarded contract will require the vendor to bill SFA for its actual direct costs plus the fixed administrative fees shown below for each meal / equivalent meal. The contract will be awarded based on the SFA's evaluation of lowest total costs, as shown below, and other non-price evaluation criteria established by the SFA.

Refer to the Cost Proposal attachment for estimated numbers of meals and meal equivalents provided by the SFA and the Site Recap Attachment.

Program	Fixed Administrative Fee per Meal and Ala Carte Meal Equivalent	+	Maximum Direct Costs per Meal and Ala Carte Meal Equivalent	=	Maximum Total Cost per Meal and Ala Carte Meal Equivalent	X	Total Meal and Ala Carte Meal Equivalents	=	Maximum Total Cost to SFA (based on SFA projected meals)
Lunch (including At-Risk Supper &SFSP L)	.183	+	3.63	=	3.813	X	239,020	=	911,383.26
A la Carte (Meal Equivalents)	.154	+	2.10	=	2.254	X	19,081	=	43,008.57
Breakfast & SFSP B	.172	+	2.21	=	2.382	X	86,360	=	205,709.52
Snacks	.056	+	.804	=	.86	X	3,400	=	2,924
Milk (Special and Kindergarten)	.035	+	.25	=	.285	X	20,400	=	5,814
							Maximum Grand Total Cost to SFA		1,168,839.35

Submitted by:

INAC, inc. Name of Management Company	 Authorized Signature
908 8th Street South Address	CEO Registered Dietitian Title
Virginia, Mn. 55792 City, State, Zip Code	7/8/2020 Date 7/15/20

Cost-Reimbursable plus Administrative Fee

Food Service Management Contract
Cost-Reimbursable
School Year: 2020-21

Instructions: A school food authority that participates in School Nutrition Programs (SNP) and has a food service management contract must use this cost-reimbursement contract template in order to meet SNP requirements. Except for the provisions that must be completed by SFA, this Contract template may not be changed without obtaining written approval from the Minnesota Department of Education (MDE)– Nutrition, Health and Youth Development prior to execution of the contract. SFA may include additional provisions in Section XXV of this template, or may attach additional provisions, provided the additional provision do not conflict with template provisions.

Whereas Rockridge (SFA) advertised for proposals for food service management in accordance with the specifications attached and made a part of this contract, and;

Whereas INAC, inc. ((Vendor) submitted a proposal and has been awarded a contract.
SFA and Vendor mutually agree as follows:

I. SCOPE AND PURPOSE

1. Vendor will operate the school food service as a benefit to SFA's students, faculty and staff, in conformance with SFA's agreement with MDE. Vendor will manage the school food service to promote maximum participation in the programs listed below in compliance with the program requirements of the U.S. Department of Agriculture (USDA) and MDE. Vendor shall provide its services in accordance with generally accepted standards of care and best practices in the industry.

   Vendor will prepare food:
   a. x☐On-site
   b. ☐Off-site and transport food to SFA

2. Vendor will provide staff to manage the food service operations and supervise employees. Vendor will be an independent contractor and not an employee of SFA. The employees of Vendor are not employees of the SFA.
3. Vendor will have the exclusive right to operate the program(s) indicated below for approximately the number of annual serving days as shown on each attached Site Data Page. SFA may add or remove sites and/or adjust meal periods or make other changes at a site at any time unless the change would be a material change to the contract.
4. Programs to be operated by the Vendor

   School Meal Programs
   x☐National School Lunch Program (NSLP) and Food Distribution Program (FDP)
   x☐School Breakfast Program (SBP)
   Milk Programs
   ☐Special Milk Program (SMP)
   x☐Minnesota Kindergarten Milk Program (MKMP)

Afterschool Snack or Meal Programs

x☐ At-Risk Afterschool Meals (area-eligible - Child and Adult Care Food Program (CACFP)

x☐ Afterschool Snacks – NSLP

Summer Meal Programs

x☐ Summer Food Service Program (SFSP)

☐ Seamless Summer Option (SSO) of NSLP

Child Care Program

☐ Child Care Center – CACFP

7. Vendor will comply with the regulations and guidance of USDA and MDE that are applicable to the programs being administered, including but not limited to 7 Code of Federal Regulations (CFR) Parts 210, 215, 220, 225, 245, 250, and 2 CFR Parts 200 and 400, and additions or amendments thereto.
8. All income accruing as a result of payments by children and adults, federal and state reimbursements, and all other income from sources such as donations, special functions, grants, loans, will be deposited daily in the SFA's food service account. Income in excess of expenses will remain in the SFA food service account.
9. Vendor will comply with local or state sanitation requirements, including the requirements in Section 5.
10. SFA will retain responsibility, in accordance with its agreement with MDE, to:

    a) Ensure that the food service operation conforms to the SFA's agreement with MDE for child nutrition programs.
    b) Control the quality, extent and general nature of the food service program.
    c) Control and maintain the school food service account and overall financial responsibility for SNP.
    d) Sign and submit forms to MDE including the permanent agreement/policy statement, the annual application renewal, and monthly claims for reimbursement, reports, and all correspondence to MDE relating to the food service.
    e) Distribute, approve or deny, and verify applications for meal benefits, conduct administrative hearings for denied meal benefits, use direct certification data, and maintain the free and reduced price meals eligibility roster, except for any functions relating to approval for school meal benefits that have been expressly contracted to Vendor in Section 7.
    f) Establish internal controls that ensure the accuracy of meal counts prior to the submission of each monthly claim, including reviews of meal count data by site, and edit checks of meal counts data compared to attendance.
    g) Monitor the food service. Nothing in this paragraph relieves Vendor of its independent supervisory and monitoring responsibilities.
    h) Approve menus and recipes, adjustments to menus, and other foods to be served or sold.
    i) Establish the selling prices for reimbursable and non-reimbursable meals and milk, and a la carte foods.
    j) Establish and maintain an advisory board composed of parents, teachers, and students to assist with menu planning.
    k) Resolve program review and audit findings.

11. SFA and Vendor are jointly responsible to protect the privacy and anonymity of students qualified for free or reduced-price meals, provided that nothing in this paragraph relieves Vendor of its independent obligation to protect the privacy and anonymity of students qualified for meal benefits.
12. The SFA reserves the right to maintain, add or remove food and beverage vending machines.

II. PAYMENT OF ADMINISTRATIVE FEES AND REIMBURSEMENT OF COSTS

1. Vendor shall submit invoice for fixed administrative fees and reimbursement of direct costs for each meal type as shown on the attached Price Proposal accepted by the SFA including the number of "equivalent" lunches to be billed for any a la carte food service. Invoice and monthly operating statement shall be submitted by the tenth of each month in order for payments to be processed timely.
2. Vendor will invoice SFA for allowable costs net of all discounts, rebates and other applicable credits due to SFA. Vendor will maintain documentation of discounts, rebates, and other applicable credits and furnish documentation upon request to SFA, MDE, or USDA. Vendor will deposit any rebate received by check directly into SFA's food service account. Vendor will refund to SFA any discounts, rebates and other applicable credits received by vendor after termination of this agreement.
3. School will pay allowable costs from the school food service account net of all discounts, rebates and other applicable credits accruing to or received by vendor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to SFA. No expenditure may be made from the from the food service account that results in vendor receiving reimbursements in excess of vendor's actual, net allowable costs.
4. Vendor will exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification. SFA reserves the right to require Vendor to separately identify for each cost submitted for payment the amount of the cost that is allowable (can be paid from the school food service account) and the amount that is unallowable.
5. Vendor's determination of its allowable costs must be made in compliance with applicable USDA regulations and guidance, and Office of Management and Budget circulars.
6. Vendor will ensure that its system of inventory management will not result in SFA being charged the value of USDA Foods as a cost.

Fixed Administrative Fee:

SFA will pay vendor the following per-meal administrative fee for each meal service, as proposed by vendor on attached Cost Proposal:

$.183 per lunch and SFSP L
$.172 per breakfast and SFSP B
$.056 per afterschool snack
$.035 per milk and .154 Ala carte

Cost Reimbursements (Direct Costs);

SFA will reimburse Vendor for the direct costs of providing meals and ala carte meal equivalents up to the following maximum amounts as stated below and proposed on Vendor's attached Price Proposal, or actual costs, whichever is less. These maximum per meal rates do not take into consideration the value of USDA Foods received by the vendor on behalf of the SFA.

Maximum direct cost reimbursements:

$3.63 per lunch and SFSP L
$2.21 per breakfast SFSP B
$.804 per afterschool snack
$.25 per milk and a la carte 2.10

III. MEALS

1. Vendor will serve reimbursable meals, snacks, or milk that meet program requirements for the meal services and sites as indicated on the attached Site Data page(s) which have been approved by MDE in the Cyber-Linked Interactive Child Nutrition System (CLiCS).
2. Vendor will serve meals on the days and at the times requested by SFA.
3. Vendor will comply with the twenty-one (21)-day menu developed by SFA for NSLP, and/or SBP, that SFA provided in the request for proposals. Any changes made by Vendor after the first twenty-one (21)-day menu may be made only with approval of SFA. SFA will approve menus no later than two (2) weeks prior to service.
4. Vendor will promote maximum participation in the reimbursable meal programs.
5. Vendor will sell on the premises only those foods and beverages authorized by the SFA and only at the times and places designated by the SFA.
6. No payment will be made to vendor for meals that are spoiled or unwholesome at the time of delivery, do not meet detailed specifications as developed by the SFA for each food component in the meal pattern, or do not otherwise meet the requirements of the contract.
7. SFA will retain control of the quality, extent and general nature of the food service.
8. Vendor will offer free, reduced-price, and paid reimbursable meals to all eligible children at participating sites.

IV. USDA FOODS

Crediting of USDA Foods

The USDA allows for two different methods to identify value of USDA foods credited to the SFA. This is detailed in memo FD-080. The Vendor must identify which method of crediting will be provided on the invoice.

☐ Crediting by Disclosure: detailed invoices will include total value of foods drawn from inventory for billing period, showing a charge for all foods except the value of USDA Foods

☐ Year-End Credit: a credit is provided one time per year at the end of the year. Credit is provided for value of all USDA Foods received in the school year.

Annual Reconciliation of USDA Foods: vendor must submit inventory records with the final invoice of the contract year to the SFA, accounting for USDA Foods received for the contract year. SFA will reconcile inventory records submitted by the vendor to the total value of USDA Foods received for the Auditor Report provided by the State Agency. Renewal of this contract for any additional year will be subject to the reconciliation for the prior contract year showing that vendor has fully accounted for all USDA Foods received.

Use of USDA Foods

Vendor will perform activities relating to USDA Foods in accordance with applicable requirements in 7 CFR 250. Allowable activities are preparing meals using USDA Foods or using equal quantities of domestically produced commercial foods supplied by Vendor that are of the same generic identity and of equal or better quality; selection and ordering of USDA Foods in coordination with SFA; storage and inventory management; payment of processing fees or submittal of refund requests to a processor on

behalf of the recipient agency, or remittance of refunds for the value of USDA Foods in processed end products to the recipient agency.

Ordering of USDA Foods:

☐ SFA will shop for USDA Foods using CLiCS2 through MDE
☐x Vendor will shop for USDA Foods using CLiCS2 through MDE

Additional Requirements for USDA Foods

1. Vendor will use all USDA donated ground beef and ground pork products, and all processed end products, in SFA's food service. Vendor will use all other USDA Foods, or will use commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the USDA Foods, in SFA's food service. Vendor will comply with the storage and inventory requirements for USDA donated foods in 7 CFR 250.52. Upon termination of the contract, Vendor will return all unused USDA donated ground beef, ground pork, end products and, at SFA's discretion, other unused USDA Foods.
2. Vendor assures SFA that the procurement of processed end products on behalf of SFA, as applicable, will comply with 7 CFR 250 and with provisions of MDE or SFA processing agreements. Vendor will disclose to SFA the value of USDA Foods contained in such end products at the processing agreement value. Refunds received from processors must be retained in the food service account. Vendor will not itself enter into a processing agreement with a processor.
3. Vendor and SFA will maintain records relating to the use of USDA Foods in accordance with 7 CFR 250.54. Vendor will have records available to substantiate that the SFA has received the benefit of the full value of received USDA Foods.
4. SFA will ensure that vendor is in compliance with the requirements of 7 CFR 250 through SFA's monitoring of the food service operation as required in 7 CFR 210 and, if applicable, 225.
5. SFA, MDE, USDA, the Comptroller General, or their authorized representatives, may perform onsite reviews of vendor's food service operation, including the review of records, to ensure compliance with requirements for the management and use of USDA Foods.
6. Vendor accepts liability for any negligence on its part that results in any loss of, improper use of, or damage to USDA Foods.
7. Vendor will promptly credit SFA's food service account for all discounts, rebates, and allowances received by the vendor associated with the purchase of processed commodity products on behalf of SFA as well as the full value of USDA Foods.

Notification to MDE of Change of Distributor: If award of this contract requires SFA to change its distributor, SFA must notify MDE of the change immediately.

V. FOOD SAFETY

1. SFA will comply with food safety inspection requirements set by USDA for its facilities.
2. SFA will ensure that state and local regulations are being met by vendor preparing or serving meals at any SFA facility.
3. SFA will post and maintain, in a publicly visible location, all reports on the most recent food safety inspection and provide a copy of the reports to a member of the public upon request.
4. Vendor will maintain state and/or local health certifications for any facility outside the SFA in which it prepares meals and will maintain the health certification for the duration of the contract as required under 7 CFR 210.16(c).

5. Vendor will comply with food safety inspection requirements set by USDA and shall ensure that state and local regulations are met in its facilities.

VI. SUBSTITUTIONS AND MODIFICATIONS FOR MEDICAL OR SPECIAL DIETARY NEEDS

Vendor will substitute or modify food or beverage items for qualifying students as required by federal law, state law, or SFA policies, as specified in this section.

Substitutions for Students with a Disability

Vendor must provide substitutions to, or modifications of, meals on a case by case basis as required by federal law for students who are documented by a licensed physician, physician assistant, or advanced practice registered nurse such as a certified nurse practitioner to be unable to consume the regular program meals due to a disability. The special diet statement, which is required to claim program reimbursement for meals that do not meet the meal pattern requirements, must identify the student's major life activity affected by the disability, the food(s) to be omitted from the student's diet, and the food(s) that must be substituted. The statement must be signed, dated, and maintained on file.
No additional charge will be billed to the student. Vendor and SFA will negotiate payments for any excess costs of providing substitutions.

Lactose-Reduced Milk for Students with Lactose Intolerance

Vendor must make available at least one of the following types of lactose-reduced milk that are specified in Minnesota Statutes section 124D.114, upon the written request of the parent of a lactose-intolerant student: lactose-reduced milk; milk fortified with lactase in liquid, tablet, granular, or other form; or milk to which lactobacillus acidophilus has been added. A portion of a lactose-reduced milk product may be poured or served from a large container. The parent's request must be maintained on file.

VII. FREE AND REDUCED-PRICE MEALS POLICY

Check box below to identify which party is responsible for determining the eligibility of students for free and reduced-price school meals.

x☐ **SFA is responsible for determining eligibility for free and reduced-price meals.**

SFA is responsible for the determination of eligibility for free and reduced-price meals, including the development, distribution, approval and verification of meal applications, direct certification data, and conducting any appeal hearings related to eligibility determinations.
SFA will provide vendor with a list of students and their category of meal eligibility. The list will be updated when changes occur in a student's eligibility status. SFA will not disclose confidential information to vendor from meal applications and direct certification data that is not needed for meal counts.
Vendor will use the private data on the eligibility status of students for school meal benefits only to provide correct, approved meal benefits to students and to determine accurate meal counts by eligibility category. The meal counting system must eliminate the potential for overt identification of students eligible for free and reduced-price meal benefits.

VIII. BOOKS AND RECORDS

1. Vendor will maintain such records (supported by invoices, receipts, or other evidence) as SFA will need to meet monthly and annual reporting responsibilities.
2. Vendor will annually provide SFA with information on food costs and revenues for reimbursable meals and for non-program foods to determine compliance with program requirements for revenue from non-program foods.
3. Vendor will submit meal count records in a timely manner to facilitate claims submission by SFA no later than the tenth day after the last day of the month in which services were rendered. SFA will perform edit checks on the meal count records provided by vendor prior to the preparation and submission of the claim for reimbursement.
4. Vendor shall provide SFA with a year-end statement.
5. Vendor will make available the books and records pertaining to the contract, upon demand, in an easily accessible manner for a period of three (3) years from the end of the contract term (including renewals) to which they pertain, for audit, examination, excerpts, and transcriptions by SFA and state or federal representatives and auditors. If audit findings regarding vendor's records have not been resolved within the three (3) year record retention period, the records must be retained beyond the three (3) year period, for as long as required for the resolution of the issues raised by the audit.
6. Upon termination of the contract, vendor will surrender to SFA all records pertaining to the operation of the food service, including food and non-food inventory records, menus, production records, product invoices, claim documentation and financial reports. Vendor will not remove state or federal required records from SFA premises upon contract termination.

IX. EMPLOYEES

a. SFA will have final approval authority regarding the hiring of vendor's site manager.

1. Vendor will provide SFA with a schedule of employees, positions, assigned locations, salaries and hours to be worked. Locations and assignments will be provided to SFA two full calendar weeks prior to start date of operations. Staffing patterns, with the exception of the site manager, will be mutually agreed upon.
2. Vendor and SFA shall maintain the same minimum level of employee positions, hours, wages and benefits as listed on the attachments.
3. Vendor will comply with applicable federal and state wage and hours of employment requirements.
4. Vendor will be responsible for supervising and training personnel, including SFA-employed staff. Supervision activities include employee and labor relations, personnel development, and hiring and termination of Vendor management and non-management staff, except the site manager. Vendor will provide SFA with a list of its personnel policies and employee handbook.
5. Vendor will provide workers' compensation coverage for its employees. Vendor will maintain its own personnel and fringe benefits policies for its employees, subject to review by SFA.
6. Vendor will instruct its employees to abide by the policies, rules and regulations, with respect to use of the SFA's premises as established by the SFA and which are furnished in writing to the Vendor.
7. SFA will provide sanitary toilet and hand-washing facilities for Vendor employees.
8. SFA may request vendor in writing to remove any vendor employee who violates health requirements or conducts in a manner which is detrimental to the well-being of the students. In the event of the removal or suspension of any such employee, vendor will immediately restructure the food service staff without disruption of service.
9. SFA and/or vendor personnel assigned to each school will be instructed in the use of all emergency valves, switches, and fire and safety devices in the kitchen and cafeteria areas.

10. Vendor shall conduct periodic training on food service topics for all food service employees, including required annual civil rights training.

X. MONITORING

SFA will monitor the food service operation of Vendor through periodic on-site visits to ensure that the food service is in conformance with USDA program regulations and on-site reviews of the counting and claiming system at each site no later than February 1 each year in accordance with its agreement with MDE if SFA has more than one site.

If SFA participates in SFSP, SFA is responsible for conducting the required SFSP site visits including preapproval visits.

Vendor will maintain the necessary records for SFA to complete required monitoring activities.

XI. ADVISORY GROUPS / MENUS / WELLNESS POLICY

Vendor will:

1. Participate in the formation and establishment and periodic meetings of the SFA advisory board, comprised of students, teachers, and parents, to assist in menu planning in accordance with 7 CFR 210.16(a).
2. Coordinate with SFA as needed to assist in implementation of SFA's wellness policy.
3. Meet SNP "Smart Snacks" nutrition requirements for foods sold a la carte and any other foods served to students during the school day.

XII. USE OF FACILITIES, INVENTORY, EQUIPMENT, AND STORAGE

1. SFA will make available, without any cost or charge to vendor, area(s) of the premises agreeable to both parties in which vendor will render its services.
2. SFA may request additional food service programs from vendor. SFA reserves the right, at its sole discretion, to sell or dispense food or beverages provided such use does not interfere with the operation of the Child Nutrition Programs. SFA may expand food service operations outside the confines of the school/school district, such as expansion to non-affiliated charter schools, non-public, or neighboring public schools, which were not part of the original bid.
3. Prior to the start of operations, vendor and SFA will inventory food, including USDA Foods, and supplies on the premises. Vendor will utilize the inventory at a value determined by invoice. On termination of the contract, vendor and SFA will take a closing inventory and add or subtract the difference to vendor's cost of business.
4. SFA will replace expendable equipment and replace, repair, and maintain non-expendable equipment, except when damages result from the use of less than reasonable care by vendor employees.
5. SFA will provide Vendor with local telephone service.
6. SFA will furnish and install any equipment and make any structural changes needed to comply with federal, state or local laws, ordinances, rules and regulations.
7. SFA will be responsible for any losses, including USDA Foods, which arise due to equipment malfunction or loss of electrical power not within the control of vendor.
8. SFA, on the termination or expiration of the contract, will conduct a physical inventory of equipment and furnishings owned by SFA. Vendor will surrender all SFA equipment and furnishings to SFA in good repair and condition. Vendor will be responsible for correcting any discrepancies and any equipment repairs that are not the result of normal wear and tear within 30 days of the inventory.

9. SFA will have access, with or without notice, to all of the SFA's facilities used by vendor, for purposes of inspection and audit.
10. All food preparation and serving equipment owned by SFA must remain on SFA premises.
11. Vendor will notify SFA of any equipment belonging to vendor on SFA premises within ten (10) days of its placement on SFA premises. SFA will not be responsible for depreciation, loss or damage to equipment owned by Vendor and located on SFA premises.
12. Vendor will provide SFA with one set of keys for food service areas secured with locks.
13. Vendor will maintain adequate storage practices, inventory and control of USDA Foods in conformance with Vendor will maintain the inventory of silverware, chinaware, kitchen utensils and other operating items necessary for the food service operation and at the inventory level as specified by SFA.
14. Vendor will not use SFA's facilities to produce food, meals or services for other organizations without the approval of SFA. If such usage is mutually agreeable, SFA and vendor must have a signed agreement that stipulates the fees to be paid by vendor for facility usage.
15. Vendor will comply with all SFA building rules and regulations.
16. SFA may request Vendor to provide additional food services such as special functions and catering. SFA will be billed for the cost of food, supplies, labor, and administrative overhead negotiated outside of this contract in an amount that ensures that the payments for additional food services are not subsidized by the nonprofit school food service.

XIII. PURCHASES AND BUY AMERICAN

Vendor will meet applicable federal and state requirements when purchasing food and supplies for meals provided under this contract.
Buy American Requirement: Vendor will purchase domestic agricultural commodities and products for use in the NSLP and SBP as provided in 7 CFR 210.21(d).

XIV. SANITATION

1. Vendor will comply with local and state sanitation requirements in the preparation of food.
2. Vendor will place garbage and trash in containers in designated areas as specified by SFA. SFA will remove the garbage and trash from the designated areas.
3. Vendor will clean the kitchen as indicated on the attached Cost Responsibility page. SFA will clean ducts and hoods above the filter line.
4. SFA will clean the dining areas as indicated on the Cost Responsibility Detail Sheet.
5. Vendor will operate and care for equipment and food service areas in a clean, safe and healthy condition in accordance with the standards acceptable to SFA and comply with all applicable laws, ordinances, regulations, and rules of federal, state, and local authorities, including laws related to recycling.
6. SFA will provide extermination services as needed.

XV. LICENSES, FEES AND TAXES

Vendor is responsible for paying all applicable taxes and fees, including but not limited to excise tax, state and local income tax, and payroll and withholding taxes for Vendor employees. Vendor will hold SFA harmless for all claims arising from payment of such taxes and fees. The extent of responsibility is designated in the Cost Responsibility attachment.
☐Vendor x☐SFA shall obtain and maintain required licenses or permits, as indicated on the Cost Responsibility attachment.

XVI. NONDISCRIMINATION

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

XVII. EMERGENCY CLOSINGS

1. SFA will notify Vendor of any interruption in utility service of which it has knowledge.
2. SFA will notify Vendor of any delay in the beginning of the school day or the closing of school(s) due to snow or other emergency situations.

XVIII. NONPERFORMANCE BY VENDOR

In the event of the Vendor's non-performance under this contract and/or the violation or breach of the contract terms, SFA has the right to pursue all administrative, contractual and legal remedies against Vendor and to seek all sanctions and penalties as may be appropriate. SFA is the responsible authority without recourse to USDA or MDE for the settlement and satisfaction of all contractual and administrative issues. This authority includes, but is not limited to, source evaluation, protests, disputes, claims or other matters of contractual nature.

If either party commits a material breach, the non-breaching party may terminate this agreement for cause by giving 60 days written notice. If the breach is remedied prior to the proposed termination date, the non-breaching party may elect to continue this agreement.

Vendor will pay SFA the amount of any meal over-claims that are attributable to Vendor's negligence and that occurred during the effective dates of the contract, including over-claims based on audit or program review findings.

IXX. SUMMER FOOD SERVICE PROGRAM

SFA may, during the term of the contract, apply for and be approved for additional child nutrition programs, such as SFSP or the CACFP At-Risk Afterschool Care Program, which may be added to this contract if the additional responsibilities and payments are not a material change to the contract. The SFA must document the additional program(s) and fixed meal prices in an addendum to this contract. If adding a program to this contract would be a material change, the program may not be added to this contract and the SFA must conduct a competitive procurement for a new contract for the program. During any period that SFA participates in SFSP:

Vendor will perform the same food service management tasks for SFSP as are provided to SFA during the school year and will pay vendor for SFSP meals using the same meal payment structure used during the school year, unless SFA requested different tasks and/or payment structure that are attached to this contract.
School will maintain responsibility for administrative functions that are prohibited from being contracted out by SFSP regulations at 7 CFR 225.15(a)(3).
Vendor may provide non-unitized / bulk quantities for SFSP, with instructions on the planned portion size for each food component. MDE's approval of SFA's SFSP application constitutes MDE's approval of a waiver from the SFSP requirement to provide only unitized meals.

XX. DEFICIT

The requirements of Minnesota Statutes Section 124D.111, Subdivision 3, will be met if a deficit exists in the food service fund at the end of the fiscal year for this contract or for any contract renewals.

XXI. INSURANCE

Vendor will meet insurance requirements:
☐ Attached to this contract.
☐ x Specified here:

Vendor will maintain the insurance coverage set forth below for each accident provided by insurance companies authorized to do business in the state of Minnesota. A Certificate of Insurance of Vendor's insurance coverage indicating these amounts must be submitted at the time of contract award.
Comprehensive General Liability – includes coverage for:

Premises – Operations.
Products – Completed Operations.
Contractual Insurance.
Broad Form Property Damage.
Independent Contractors.
Personal Injury.

$ 3,000,000 Combined Single Limit

Automobile Liability: $ 1,000 000 Combined Single Unit.
Workers' Compensation-Statutory; Employer's Liability: $100,000 each accident, $500,00 policy limit, $100,000 each employee.
Excess Umbrella Liability: $0 Combined Single Unit.

Vendor must name SFA as additional insured on General Liability, Automobile, and Excess Umbrella.
Vendor must provide a waiver of subrogation in favor of SFA for General Liability, Automobile, Workers' Compensation, and Excess Umbrella.
The contract of insurance shall provide for notice to SFA of cancellation of insurance policies 30 days before cancellation takes effect.

XXII. MISCELLANEOUS

This contract will be construed under the laws of the State of Minnesota. Any action or proceeding arising out of this contract will be heard in the appropriate courts of the state of Minnesota.
Vendor will comply with the provisions of the proposal specifications, which in all respects will be made a part of the contract.
No provision of the contract will be assigned or subcontracted without prior written consent of SFA.
No course of dealing or failure of a party to strictly enforce any term, right, or condition of this contract shall be construed as a waiver of the term, right or condition.
The parties acknowledge that each party has had the opportunity to seek the advice of independent legal counsel and has read and understood all of the terms and provisions of this contract.
Any silence, absence, or omission from the contract specifications concerning any point will be regarded as meaning that only the best commercial practices are to prevail and that only materials (e.g., food, supplies) and workmanship of a quality that would normally be specified by the SFA are to be used.
Payments on any claim will not preclude the SFA from making a claim for adjustment on any item found not to have been in accordance with the provisions of this contract and proposal specifications.
SFA is responsible for ensuring the resolution of program review and audit findings.
This contract and SFA's information about its procurement process are subject to review by MDE for the purpose of determining whether federal and state requirements for SFA's participation in USDA Child Nutrition Programs have been met.
MDE and USDA are not parties to this contract and are not responsible for any action or inaction by the SFA or vendor.

XXIII. TERM, RENEWAL OPTIONS, TERMINATION

The contract is effective 8/1/2020(month/day/year) and ends June 30, 2021(year).

This contract is for the 2020-21 school year only. The contract was initiated as an emergency procurement using USDA Waiver: COVID-19 Child Nutrition Response #19, Food Service Management Contract Duration in the NSLP and SFSP. Contracts established using this waiver cannot be renewed.

SFA or Vendor may terminate the contract for cause as allowed in Section 18 by giving sixty (60) days written notice.
SFA and Vendor may not terminate the contract without cause or for convenience, unless both parties mutually agree to terminate the contract for convenience.
Neither SFA nor Vendor is responsible for any losses resulting from fulfillment of the terms of the contract being delayed or prevented by wars, acts of public enemies, strikes, fires, floods, acts of God, or for any acts not within the control of SFA or Vendor, respectively, and which by the exercise of due diligence it was unable to prevent.

XXIV. CERTIFICATIONS

1. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). If the contract exceeds $100,000, Vendor certifies that it will comply with 40 U.S.C 3702 and 3704, as supplemented by the Department of Labor regulations, 29 CFR Part 5. Under 40 U.S.C 3702 of the Act, Vendor is required to compute the wages of every laborer on the basis of a standard work week of forty (40) hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week.
2. Clean Air Act (42 U.S.C. 7401-1671q) and Federal Water Pollution Control Act (33 U.S.C. 1251-1387) as amended. If the contract exceeds $150,000, Vendor certifies that it will comply will applicable standards, orders, and regulations issued pursuant to the Clean Air Act and the Federal Water Pollution Control Act. Violations must be reported to USDA and the Regional Office of the Environmental Protection Agency.
3. Vendor will comply with civil rights laws, as amended: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; 7 CFR Parts 15, 15a, and 15b; the Americans with Disabilities Act; and USDA-FNS Instruction 113-1, Civil Rights Compliance and Enforcement in School Nutrition Programs.
4. Vendor will comply with the Buy American provision for the purchase of food products with federal fund. Vendor will purchase, to the maximum extent possible, domestic commodities or products that are either (1) an agricultural commodity produced in the United States (U.S.) or (2) a food product processed in the U.S. substantially using agricultural commodities produced in the U.S.
5. Vendor will comply with all other pertinent state and federal laws.
6. Vendor has signed the following attached certifications, which are incorporated here by reference and made a part of this contract.

   Certification of Independent Price Determination.
   Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion.
   Certification Regarding Lobbying and, if applicable, Disclosure Form to Report Lobbying.

XXV Additional Provisions

☐ If this box is checked, SFA and Vendor have agreed to additional provisions attached to this contract, which have been preapproved by MDE to be in compliance with program requirements. Each additional provision attached to this contract specifically identifies the section(s) of this contract that have been added to or modified.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement.

School Food Authority: Rockridge Public Schools	Vendor: INAC, inc.
_____ Signature- Authorized Representative	 Signature- Authorized Representative
Date	Date 7/15/20
Spencer Aune, Business Manager Name and Title of Authorized Representative	Polly A. Podpeskar, RDN, CEO Name and Title of Authorized Representative
Rockridge Public Schools Va. Mn. 55792 Name, Address, City, State, Zip	INAC, inc. 908 8th St. So. Va, Mn. 55792 Name, Address, City, State, Zip
Spencer Aune 218-749-5437 Contact Name and Number	Polly Podpeskar 218-780-1994 Contact Name and Number

Independent Price Determination Certificate

Both the school food authority (SFA) and the Food Service Management Company (Vendor) shall execute this Independent Price Determination Certificate.

_____ _____

Name of Food Service Management Company Name of School Food Authority

By submission of this offer, the Vendor certifies, and in the case of a joint offer, each party thereto certifies as to its own organization, that in connection with this procurement:

9. The prices in this offer have been arrived at independently, without consultation, communication, or agreement for the purpose of restricting competition, as to any matter relating to such prices with any other Vendor or with any competitor.
10. Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed to the Vendor and will not knowingly be disclosed by the Vendor prior to opening in the case of an advertised procurement or prior to award in the case of a negotiated procurement, directly or indirectly to any other Vendor for the purpose of restricting competition.
11. No attempt has been made or will be made by the Vendor to induce any person or firm to submit or not submit an offer for the purpose of restricting competition.

Each person signing this offer on behalf of the Vendor certifies that:

12. He or she is the person in Vendor's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to A.1 through A.3 above; or
13. He or she is not the person in Vendor's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate in any action contrary to A.1 through A.3 above, and as their agent does hereby certify; and he or she has not participated, and will not participate, in any action contrary to A.1 through A.3 above.

To the best of my knowledge, this Vendor, its affiliates, subsidiaries, officers, directors and employees are not currently under investigation by any government agency and have not in the last three years been convicted of or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:

_____ _____RDN, CEO_____ 7/15/20

Signature of Food Service Management Company's Authorized Representative | Title | Date

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred above.

_____ _____ _____

Signature of School Food Authority's Authorized Representative | Title | Date

Note: SFA's acceptance of an offer does not constitute award of the contract.

Instructions for Certification Regarding Debarment Form

- By signing and submitting this form, the prospective lower-tier participant is providing the certification set out on the reverse side in accordance with these instructions.
- The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower-tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
- The prospective lower-tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower-tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
- The terms "covered transaction," "debarred," "suspended," "ineligible," "lower-tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
- The prospective lower-tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower-tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
- The prospective lower-tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower-Tier Covered Transactions," without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.
- A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Excluded Parties List System (EPLS) on the U.S. System for Award Management website.
- Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
- Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies as appropriate, including suspension and/or debarment.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower-Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Executive Order 12689, and 31 U.S.C. 6101; Debarment and Suspension, 2 CFR Part 417, Subpart C, Responsibilities of Participants Regarding Transactions Doing Business with Other Persons.
(Please read instructions on previous page before completing Certification.)

1. The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Vendor Name: INAC, inc.
Project: **National School Lunch Program**

INAC.inc. Name of Management Company	 Authorized Signature
908 8th Street South Address	RDN, CEO Title
Virginia, Mn. 55792 City, State, Zip Code	Date 7/15/20

Certification Regarding Lobbying

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a federal contract, the making of any federal grant, the making of a federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment or modification of a federal contract, grant, loan or cooperative agreement;
2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
3. The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Vendor Name: INAC, inc.

Project: **National School Lunch Program**

INAC., inc. Name of Management Company	 Authorized Signature
908 8th St. So. Address	RDN, CEO Title
Va Mn 55792 City, State, Zip Code	 Date 7/15/20

INSTRUCTIONS FOR COMPLETION OF DISCLOSURE OF LOBBYING ACTIVITIES FORM

This disclosure form shall be completed by the reporting entity, whether sub-awardee or prime federal recipient, at the initiation or receipt of a covered federal action or a material change in a previous filing, pursuant to Title 31 U.S.C. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered federal action. Use a Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget (OMB) for additional information.

1. Identify the type of covered federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered federal action.
2. Identify the status of the covered federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered action.
4. Enter the full name, address, city, state, and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or sub-award recipient. Identify the tier of the sub-awardee, e.g., the first sub-awardee of the prime is the first tier. Sub-awards include, but are not limited to, subcontracts, sub-grants, and contract awards under grants.
5. If the organization filing the report in Item 4 checks Sub-awardee, then enter the full name, address, city, state, and zip code of the prime federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if know. For example: Department of Transportation, United States Coast Guard.
7. Enter the federal program name or description for the covered federal action (Item1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate federal identifying number available for the federal action identified in Item 1; e.g., Request for Proposal (RFP) number, Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the federal agency. Include prefixes; e.g., RFP-DE-90-001.
9. For a covered federal action where there has been an award or loan commitment by the federal agency, enter the federal amount of the award/loan commitment for the prime entity identified in Item 4 or Item 5.
10. a. Enter the full name, address, city, state, and zip code of the lobbying entity engaged by the reporting entity identified in Item 4 to influence the covered federal action.
10. b. Enter the full name of the individual performing services, and include full address if different from 10a. Enter last name, first name, and middle initial (MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (Item 4) to the lobbying entity (Item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.

12. Check the appropriate item. Check all items that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box. Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the dates of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with federal officials. Identify the federal officials or employees contacted or the officers, employees, or Members of Congress that were contacted.
15. Check whether Continuation Sheets are enclosed.
16. The certifying official shall sign and date the form; print his/her name, title, and telephone number.

Catholic School
MARQUETTE
311 Third Street South, Virginia, MN 55792 | 218.741.6811 | marquettecatholicschool.com

Rock Ridge Public Schools
Athletic Department
411 South 5th Ave.
Virginia, MN 55792

Dear Rock Ridge Public Schools Athletic Department,

Marquette Catholic School is requesting a 2-year agreement with your school district, per the Minnesota State High School League guidelines (MSHSL BYLAW 105.00), for our middle school students to be able to participate in sports for the following athletic programs:

- Swimming
- Tennis
- Golf
- Skiing
- Cross-Country
- Track
- Soccer
- Wrestling

We have appreciated the many ways in which our schools have partnered for over 100 years to provide opportunities for students and support the families in our community. Thank you so much for working with our school to provide athletic opportunities for our middle school students, many of whom will become your students when they leave Marquette.

Please let us know if you have any questions, thoughts, or concerns. You can reach me at mcsprincipal2@gmail.com or 218-741-6811. Thank you and God bless you in the new school year!

Sincerely,

Lisa Kvas, Principal
Marquette Catholic School

Approved by: _____ Date: _____
Board Chair

PROFESSIONAL/TECHNICAL SERVICES CONTRACT

THIS CONTRACT, and amendments and supplements thereto, are between the Eveleth- Gilbert High School and Virginia School (Rock Ridge) and *Orthopaedic Associates of Duluth 1000 East 1st street suite 400 Duluth MN 55805*, an independent contractor.

1. **TERM OF CONTRACT.** This contract is effective on *August 25, 2020* or upon the date the final required signature. The contract will have a three-year cycle. Re-signing would be August 25, 2023.

2. **CONTRACTOR'S DUTIES. The CONTRACTOR will:**

Provide 2 certified athletic trainers (ATC) for all home intercollegiate varsity athletic events and for approximately 10-15 hours per week of student contact for the 2020/2021 academic/athletic calendars.

3. **CONSIDERATION AND TERMS OF PAYMENT.**

   a. Consideration for all services performed and goods or materials supplied by the CONTRACTOR pursuant to this contract shall be paid by Minnesota State as follows:

      i. Compensation of Zero Dollars ($0.00))

      ii. Reimbursement for travel and subsistence expenses actually and necessarily incurred by the CONTRACTOR in performance of this contract in an amount not to exceed Zero Dollars ($0.00) provided that CONTRACTOR shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than provided in the current "Commissioner's Plan" promulgated by the Commissioner of Employee Relations attached hereto. The CONTRACTOR shall not be reimbursed for travel and subsistence expenses incurred outside the State of Minnesota unless it has received prior written approval for such out-of-state travel from Minnesota State's authorized representative.

      iii. The **total obligation** of Minnesota State for all compensation and reimbursement to the CONTRACTOR shall not exceed Zero Dollars ($0.00)

4. **AUTHORIZED REPRESENTATIVES.** All official notifications, including but not limited to, cancellation of this contract must be sent to the other party's authorized representative.

   a. Eveleth Gilbert and Virginia High School (Rock Ridge) authorized representative for the purpose of administration of this contract is:

      Name: Jo Jo Scott
      Address: 801 Jones St. Eveleth, MN 55734

Telephone: 218/884-9966
E-Mail: jojo.scott@rrps.org

Name: Josh Lamppa
Address: 411 S 5th Ave. Virginia, MN 55792
Email: josh.lamppa@rrps.org

Such representative shall have final authority for acceptance of the CONTRACTOR'S services and, if such services are accepted as satisfactory, shall so certify on each invoice presented pursuant to Clause 3, paragraph b.

b. The CONTRACTOR'S authorized representative for the purpose of administration of this contract is:

Name: Vanya Rickmeyer - Administrator
Address: 1000 East 1st Street – Duluth, MN 55805
Telephone: 218-625-1886
E-Mail: vanya.rickmeyer@SLHduluth.com

5. **CANCELLATION AND TERMINATION.**
   a. This contract may be canceled by Eveleth Gilbert and/or Virginia High School (Rock Ridge) at any time, with or without cause, upon thirty (30) days written notice to the CONTRACTOR.

   b. Termination for Insufficient Funding. Minnesota State may immediately terminate this contract if it does not obtain funding from the Minnesota Legislature or other funding source, or if funding cannot be continued at a level sufficient to allow for the payment of the services covered here. Termination must be by written or fax notice to the CONTRACTOR within a reasonable time of Minnesota State receiving notice that sufficient funding is not available. Minnesota State is not obligated to pay for any services that are provided after notice and effective date of termination. However, the CONTRACTOR will be entitled to payment, determined on a pro rata basis, for work or services satisfactorily performed to the extent that funds are available. Minnesota State will not be assessed any penalty if the contract is terminated because of the decision of the Minnesota Legislature or other funding source not to appropriate funds.

6. **ASSIGNMENT.** The CONTRACTOR shall neither assign nor transfer any rights or obligations under this contract without the prior written consent of Eveleth Gilbert or Virginia High School (Rock Ridge)

7. **LIABILITY.** The CONTRACTOR shall indemnify, save, and hold Eveleth Gilbert and Virginia High School, (Rock Ridge) its representatives and employees harmless from any and all claims or causes of action, including all attorney's fees incurred by Eveleth Gilbert and Virginia High School (Rock Ridge) arising from the performance of this contract by the CONTRACTOR or CONTRACTOR'S agents or employees. This clause shall not be construed to bar any legal remedies the CONTRACTOR may have for Eveleth Gilbert and Virginia High School failure to fulfill its obligations pursuant to this contract.

8. **WORKERS' COMPENSATION.** The CONTRACTOR certifies it is in compliance with Minnesota Statutes §176.181, subd. 2 pertaining to workers' compensation insurance coverage. The CONTRACTOR'S employees and agents will not be considered Eveleth Gilbert or Virginia High School employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees or agents and any claims made by any third party as a consequence of any act or omission on the part of these employees or agents are in no way Eveleth Gilbert or Virginia High School's obligation or responsibility.

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a. The CONTRACTOR represents and warrants that MATERIALS produced or used under this contract do not and will not infringe upon any intellectual property rights of another, including, but not limited to, patents, copyrights, trade secrets, trade names, and service marks and names. The CONTRACTOR shall indemnify and defend, to the extent permitted by the Attorney General, Minnesota State at the CONTRACTOR'S expense from any action or claim brought against Minnesota State to the extent that it is based on a claim that all or part of the MATERIALS infringe upon the intellectual property rights of another. The CONTRACTOR shall be responsible for payment of any and all such claims, demands, obligations, liabilities, costs and damages, including, but not limited to, reasonable attorney fees arising out of this contract, amendments and supplements thereto, which are attributable to such claims or actions.

   If such a claim or action arises, or in the CONTRACTOR'S or Minnesota State's opinion is likely to arise, the CONTRACTOR shall, at Minnesota State's discretion, either procure for Minnesota State the right or license to continue using the MATERIALS at issue or replace or modify the allegedly infringing MATERIALS. This remedy shall be in addition to and shall not be exclusive to other remedies provided by law.

9. **AMENDMENTS.** Any amendments to this contract shall be in writing and shall be executed by the same parties who executed the original contract, or their successors in office.

10. **SURVIVAL OF TERMS.** The following clauses survive the expiration, cancellation or termination of this contract: Liability; Publicity; Data Disclosure; Government Data Practices Act; Ownership of Materials and Intellectual Property Rights; Jurisdiction and Venue; and State Audits.

11. **ENTIRE AGREEMENT.** This Contract represents the entire agreement between the parties and supersedes any previous discussions or agreements, either verbal or written that occurred between the parties. This Contract may not be amended except by written agreement signed by the parties hereto. In the event of any conflict or inconsistency between this Contract and any riders, exhibits, addenda, or other document incorporated herein, this Contract shall govern.

The rest of this page intentionally left blank. Signature page to follow.

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed intending to be bound thereby.
APPROVED:

1. CONTRACTOR:

CONTRACTOR certifies that the appropriate person(s) have executed the contract on behalf of CONTRACTOR as required by applicable articles, by-laws, resolutions, or ordinances.

By (authorized signature and printed name)
Title
Date

By (authorized signature and printed name)
Title
Date

Eveleth Gilbert and Virginia High School (Rock Ridge)

By (authorized signature and printed name)
Title:
Date:

Attachment A

ADDITIONAL TERMS AND CONDITIONS TO PROFESSIONAL TECHNICAL SERVICES CONTRACT

BETWEEN Eveleth Gilbert and Virginia High School (Rock Ridge) AND

Orthopaedic Associates Sports Medicine

Re: SPORTS MEDICINE SERVICES

I. ORTHOPAEDIC ASSOCIATES SPORTS MEDICINE AGREES:

A. To provide professional sports medicine services with the paramount objective of enabling Eveleth Gilbert and Virginia student athletes to play up to their full potential.

B. Provide Training Services of ATC for all home intercollegiate varsity athletic events and approximately 10-15 hours per week of student contact for school year 2020-21.

C. To provide supervision and backup for Orthopaedic Associates Sports Medicine athletic trainers assigned to Eveleth Gilbert and Virginia High School.

D. To direct the care of injured student athletes in accordance with established Orthopaedic Associates Health & Eveleth Gilbert and Virginia Sports Medicine protocols and practices.

E. Orthopaedic Associates Health shall not retain any medical documentation related to its provision of services hereunder. Rather, information related to such services will be provided to Eveleth Gilbert and Virginia for maintenance in its athlete medical records. Eveleth Gilbert and Virginia assumes all the responsibility for ensuring that any such information obtained from Orthopaedic Associates Health is maintained in a manner that complies with applicable federal and state laws and regulations.

II Eveleth Gilbert and Virginia High Schools (Rock Ridge) AGREES:

A. To recognize the responsibility and authority of the athletic trainer and the Supervising Orthopaedic Associates Sports Medicine Medical Director to direct the care of the injured student athletes and to determine the type(s) of treatment required and readiness of student athletes to participate safely in intercollegiate athletics.

B. To provide all necessary supplies for COVID and illness related needs. Space needed for athletic training services described in this agreement and to reimburse Orthopaedic Associates Sports Medicine for any supplies, splints, table it furnishes.

C. To appoint the Eveleth Gilbert and Virginia Athletic Directors (Rock Ridge) as the liaison with Orthopaedic Associates Sports Medicine for sports medicine services.

D. To maintain medical records for sports medicine services provided to students.

E. To acknowledge in all home game programs/rosters that sports medicine services are provided by Orthopaedic Associates Sports Medicine.

III MUTUAL AGREEMENTS

A. Nothing contained in the Contract shall be construed as in any manner creating a relationship of joint venture or co-partnerships between the parties, which are and shall remain independent contractors with respect to all actions performed pursuant to this agreement. The Orthopaedic Associates Sports Medicine trainers, therapists, and physicians, while performing services under this agreement, shall be and remain employees of Orthopaedic Associates Sports Medicine or its parent and not of Eveleth Gilbert or Virginia High School (Rock Ridge).

B. Orthopaedic Associates Sports Medicine will select the employees providing services under This agreement subject, however, the right of Eveleth Gilbert and Virginia High School (Rock Ridge) to approve anyone so

Selected and to ask for individual replacement should Eveleth Gilbert and Virginia deem the services being provided to be unacceptable.

C. Each party will at its expense, maintain professional and general liability insurance, in an amount commonly maintained by comparable institutions and practitioners in the area, covering its entity and individuals rendering services under the Contract.

AMENDED JOINT POWERS AGREEMENT RELATING TO THE ESTABLISHMENT OF A JOINT CABLE TELEVISION ACCESS BOARD

ARTICLE I.
PARTIES

The parties to this Agreement are the following governmental units and political subdivisions of the state of Minnesota:

City of Eveleth
Town of Fayal
Independent School District No. 2909, Rock Ridge

ARTICLE II.
GENERAL PURPOSE

Section 1. Purpose. The general purpose of this Agreement is to create a Joint Cable Television Access Board to organize, manage, conduct, operate and facilitate community-oriented television programming on access channels set aside by cable operators for public, educational, governmental (PEG) use as required by the cable operators agreements with the local franchising authorities who are parties to this agreement.

ARTICLE III.
JOINT CABLE TELEVISION ACCESS BOARD

Section 1. Creation.

A Joint Cable Television Access Board shall be formed and created upon the approval and execution of this agreement by each of the parties hereto.

Section 2. Members.

The joint board shall consist of seven (7) members who shall be appointed by the parties hereto. The seven (7) members of the joint board shall be appointed as follows:

a) Three members to be selected and appointed by the council of the City of Eveleth, in accordance with procedures to be developed and determined by said city; members may either be residents in the City of Eveleth or an employee working for the City of Eveleth;

b) Two members to be selected and appointed by the Town of Fayal, in accordance with procedures to be developed and determined by said town;

c) Two members to be selected and appointed by the Board of ISD #2909, Rock Ridge, in accordance with procedures to be developed and determined by said school district.

Section 3. Terms of Members of Joint Board.

The terms of the members of the joint board shall be as follows:

The term for each member of the joint board shall be for three years. Subsequent appointments shall be made at the end of a member's term. Terms are considered to begin on March 1. Members shall hold the appointment until a new appointment is made, unless a vacancy exists. No members shall serve more than two consecutive terms, unless a replacement cannot be found.

Section 4. Vacancies.

A vacancy occurs on the joint board upon the happening of any of the following:

a) Resignation or death of a member;

b) A member no longer resides or is domiciled in the governmental unit making the appointment, or specific to the City of Eveleth appointments, is no longer an employee working for the City of Eveleth;

c) The member's appointment to the joint board is rescinded or terminated by a two-thirds (2/3rds) vote of the full membership of the council or board of the governmental unit which made the appointment;

d) Should a member for any reason fail or be unable to attend three regular meetings of the joint board in a calendar year.

When a vacancy occurs, it shall be filled within 30 days by the governmental unit which had made the appointment from which the vacancy occurs. The appointment shall be for the unexpired term of the member whose position is considered vacant.

Section 5. Compensation.

All members of the joint board shall serve without compensation.

ARTICLE IV.
MEETINGS

Section 1. Regular Meetings.

The joint board shall have at least one regular meeting per month at a time, date and site to be determined and set annually by the joint board at its first meeting and, thereafter, at its first meeting in March of each year.

Section 2. Special Meetings.

Special meetings of the joint board may be called the chairperson, or any two (2) other members of the joint board, upon three (3) days written notice to each member of the joint board. Said notice shall contain the date, time, place and purpose of the special meeting.

Section 3. Open Meeting Compliance.

All meetings of the joint board, or any of its committees, shall be in full compliance with the Minnesota Open Meeting Law.

Section 4. Quorum.

A quorum of the joint board shall consist of four (4) members. A quorum shall be necessary to conduct or transact any business. If a quorum is not present, no business can or shall be conducted.

A majority of those present shall be necessary for approval or passage, unless otherwise provided herein. Abstentions shall be considered as a vote with the majority of those voting on an issue.

Section 5. Minutes.

Written minutes shall be kept and maintained of each meeting of the joint board, and shall be approved by the board at the next regular meeting. Copies of all minutes, and notices of all meetings, shall be provided to the parties to this agreement without unnecessary delay.

ARTICLE V.
OFFICERS AND ADMINISTRATIVE ISSUES

Section 1. Election.

At the first meeting of the joint board, and its first regular meeting in March of each year thereafter, the joint board shall elect from its membership the following: a chairperson, a vice-chair, a secretary who will maintain minutes of all meetings and all business conducted, and a treasurer who will keep an accurate record of all accounts, receipts, and expenditures. The offices of secretary and treasurer may be combined. The treasurer shall be properly bonded.

Section 2. Funds, Expenditures, Authorized Signatures.

a) The joint board may name one or more federal insured banks or savings institutions as official depositories, and the treasurer shall promptly deposit all funds in said depositories as the chief fiscal officer of the joint board and the guardian of its funds.

b) No expenditures shall be made by any employee or officer of the joint board without being approved by the joint board at a properly conducted

meeting. No bills or claims shall be paid unless and until approved by the joint board.

c) All checks, drafts, certificates, contracts or other legal documents shall require the signature of both the treasurer and chairperson, but the joint board may develop a procedure providing for the signatures of other officers in the absence of the treasurer or chairperson. However, in no event shall any check, draft, certificates, contracts or other legal documents be issued or be considered valid and enforceable without the signature of two officers.

Section 3. Terms of Office.

Officers shall hold office for a term of one (1) year. An officer may serve only while a member of the joint board, and may be re-elected to an office. A vacancy in an office shall be filled from the membership of the joint board by election, and the officer shall serve for the remainder of the unexpired term of the vacated office.

Section 4. Rules, Regulations, By-Laws, and Policies.

a) The joint board shall adopt such rules, regulations, by-laws, policies and procedures as it may deem necessary and appropriate to carry out and conduct its affairs, purpose, and mission. However, no rules, regulations, by-laws, policies or procedures shall be adopted which conflict with the provisions of this agreement, or with federal or state law, rules or regulations.

b) All rules, regulations, by-laws, policies and procedures, and any amendments or changes thereto, must be approved by each of the parties to this agreement. Any changes or amendments to rules, regulations, by-laws, policies

or procedures may only be approved by a **majority of the full membership** of the board or council of each party to this agreement.

ARTICLE VI.
GENERAL POWERS AND DUTIES OF THE JOINT BOARD

Section 1. General Powers.

a) The parties hereto respectively delegate to the joint board the right and ability to exercise all powers which may be necessary to enable it to perform and carry-out the powers, duties, and responsibilities necessary and appropriate to fulfill its general purpose and its specific mission, which is to provide community-oriented programming on the cable access channel(s) made available by Mediacom LLC, its predecessors and successors, pursuant to existing agreements between the parties hereto and Mediacom LLC and/or its predecessors and successors. The parties hereby assign any and all rights from those agreements which might inure to their benefit to the joint board consistent with the other terms and provisions set forth in this agreement.

b) The joint board shall develop, adopt, and implement all policies and procedures necessary to carry-out and accomplish the initiatives, goals and desired outcomes intended and contemplated by its general purpose and specific mission.

c) The joint board shall not have the power or authority to purchase or acquire land or real property. Nor shall it have the authority or power to construct buildings or other permanent or temporary structures upon land or real property owned by someone else without the prior approval and consent of the

parties hereto. The joint board may, however, accept gifts of personal property which are germane to its general purpose and specific mission.

Section 2. Personnel.

a) The joint board shall have the power to hire and employ personnel in order to carry-out its duties, purpose and mission. Each such action to hire shall require the vote of a **majority of the full membership** of the joint board.

b) The joint board shall establish and adopt non-discriminatory procedures and policies with regard to the hiring and employment of any employee or personnel. Any and all vacancies or positions must be properly posted and advertised, and all hiring practices shall be in compliance with federal and state law, rule and regulation.

c) Any volunteers working in any of the programs or activities of the joint board must have prior approval of a **majority of the full membership** of the joint board.

d) Any individuals hired or employed by the joint board, and any volunteers working in any of its programs, must undergo and successfully complete both a criminal history background check and an employment background check as a condition to being offered employment prior to performing services.

e) The joint board shall establish such personnel policies, job descriptions and qualifications as it deems necessary and appropriate to apply to its employees and personnel.

f) All employees and personnel shall be considered employees of the joint board, and shall not be considered as employees of any member or party to this agreement.

g) The salary, workers' compensation insurance, other benefits, and other expenses of employees and personnel shall be paid from the funds of the joint board in accordance with the budget provisions of this agreement.

h) The joint board shall supervise and oversee all employees and personnel hired by it.

i) No employee of the joint board, nor any individual member of the board, shall have the power or authority to in any way bind the joint board, or any of the parties to this agreement, to any agreement or contract, or to the expenditure of any funds, or to create any other form of debt or legal obligation.

Section 3. Contracts.

a) The joint board may contract for and make purchases of materials, supplies, equipment, related services, and such other items as it may deem necessary to carry out its general purpose and specific mission. All such contracts, when required by law, may only be made or let in full compliance and in accordance with the letter and spirit of the Uniform Municipal Contracting Act and/or other competitive bidding requirements. It shall be the responsibility of the joint board to make certain, as far as possible, that it is getting the best bargain for the smallest expenditure.

b) Any contracts entered into by the joint board shall not extend beyond the legal existence of the joint board, and must contain language specifying that the contract and underlying obligation is the sole responsibility of the joint board.

c) The joint board may not deficit spend, and it may not spend beyond its approved budget without the approval of all of the parties hereto.

d) The joint board has no authority to issue bonds, borrow money, pledge assets, or to otherwise create any indebtedness, except as provided herein.

Section 4. Insurance.

a) Comprehensive General Liability and Errors and Omissions insurance coverage protecting the joint board, its officers, and other employees and volunteers against liability claims which may arise in the ordinary course of the operations and programs of the joint board shall be provided by Independent School District No. 2909 as a rider to its existing insurance coverages. If that cannot be done, or if the cost is extraordinary and otherwise economically impractical, each of the parties hereto shall seek to add riders to its respective insurance coverages to provide coverage to the joint board and its employees and volunteers.

b) Independent School District No. 2909 shall also seek to obtain and maintain workers' compensation insurance coverage for any employee of the joint board. Additionally, ISD No. 2909 shall provide non-owned liability coverage for any motor vehicle used by the joint board, its employees or volunteers in conjunction with its activities or programs.

ARTICLE VII.
FINANCIAL MATTERS

Section 1. Funding and revenue.

It shall be the primary responsibility of the City of Eveleth and Town of Fayal to adequately and properly fund the joint board. The total amount necessary to fund the joint board shall be determined on an annual basis, but may be re-examined and adjusted as necessary, as approved by each of the parties. The annual contribution of the City of Eveleth and the town of Fayal shall be an equal amount per cable subscriber received from Mediacom LLC or other cable operator. The contribution of Independent School District No. 2909 shall be in the form of in-kind services which shall be in the form, but not limited to, fiscal and bookkeeping services, oversight, organizational and supervisory services, and as otherwise provided herein. The financial contribution of the city of Eveleth and the town of Fayal shall be paid quarterly with the first payment due on or before February 1 of each year.

Section 2. Budget.

The joint board shall submit a proposed budget and written comprehensive program report to each of the parties hereto no later than the second Monday of April of each year of this agreement. The comprehensive program report shall set forth the proposed plans and programs for the ensuing calendar year. Each party shall have until June 1 to approve the proposed budget and program report. At that time, the parties shall also determine the expected contribution of each for the ensuing calendar year. If the parties are unable to come to a

unanimous agreement on the budget for the ensuing calendar year, the budget for said year shall be equal to the last budget approved. The joint board shall only spend more than that which has been budgeted when there are sufficient other revenues to guarantee that the board shall not deficit spend in a fiscal year.

Section 3. Reserve Funds.

The joint board may accumulate reasonable reserve funds, if any, for the purpose of operating its services, programs, and activities, and it may invest such funds not currently needed for program operation in a manner consistent with, and subject to, the laws of the state of Minnesota applicable to cities, counties, towns and school districts.

Section 4. Fiscal Year.

The fiscal year of the joint board shall be January 1 through December 31.

Section 5. Fiscal Agent.

Independent School District No. 2909 shall be the fiscal agent for the joint board with the value of its services being considered as part of its in-kind contribution. School district shall be responsible for all funds and accounts of the joint board and those funds and accounts shall be audited as part of the school district's annual audit, and a copy of the audit pertaining to those accounts and funds shall be provided each of the parties hereto.

ARTICLE VIII.
DURATION

Section 1. Continuing Existence.

This agreement, and the joint board created thereby, shall continue in existence from year to year until terminated at any time by a majority vote of the full board or council of all of the parties hereto.

Section 2. Withdrawal of Parties.

Any party may withdraw from this agreement by giving a one-year written notice of the party's intent to do so to each of the other parties. The effective date of withdrawal shall be considered to be on the 366th day following the receipt of the required written notice by each of the other parties to this agreement. A withdrawing party shall continue to be obligated to make its contributions and otherwise be in compliance with this agreement through the effective date of withdrawal. The term of office of the member of the joint board representing the withdrawing party shall cease to exist on the effective date of withdrawal. Notice of withdrawal may be rescinded at any time prior to the effective date of withdrawal. Any withdrawing party shall continue to be held responsible for any liabilities and obligations incurred prior to withdrawal.

Section 3. Division of Assets.

a) Upon Termination of Agreement.

Upon termination or dissolution of this agreement, all personal property and equipment of the joint board shall be utilized, as a first priority, to pay off any existing or contingent liabilities. Upon the payment of all existing and

contingent liabilities, any and all surplus monies and property shall be returned to the remaining parties to this agreement in a proportion commensurate with the party's representation on the joint board, or as otherwise agreed upon by the parties.

b) Upon Withdrawal.

Should a party withdraw from this agreement in accordance with Article VIII, Section 2, Subpart a), that party shall waive and forego any right or interest it shall have in and to the funds or personal property of the joint board.

ARTICLE IX.
DISPUTE AND DEFAULT PROCEDURE

Section 1. Disputes.

If any party shall fail or refuse to fulfill or fully perform any obligation or covenant required by this agreement, or should there be any dispute or disagreement among or between the parties as to the interpretation or application of the terms of this agreement, the parties agree that the matter shall be submitted to binding arbitration, as set forth below.

Section 2. Arbitration Procedure

a) Any party seeking arbitration must provide a written statement to all the other parties to this agreement clearly setting forth and outlining the dispute or disagreement, the issues being raised, and the remedy sought. Within thirty (30) days of the receipt of the written statement, the parties agree to meet, conciliate and attempt to informally resolve the matter. If resolution cannot be reached within thirty (30) days, the party(s) submitting the written statement

may petition for arbitration through the Minnesota Bureau of Mediation Services (BMS). BMS shall submit a list of seven potential arbitrators. The parties shall, within fifteen (15) days of receipt of this list, rank each of the potential arbitrators by number, with one being the highest, etc. The arbitrator having the highest ranking among all the parties shall be selected as the arbitrator in the matter. However, the parties may, by unanimous agreement, select one (1) arbitrator from the list, or may select any other qualified individual(s).

b) Within thirty (30) days after the selection of the arbitrator, the arbitrator shall commence a hearing on the dispute. The hearing may be recorded or transcribed at the request and expense of any party. The public shall be given notice of the hearing, and the hearing shall be open to the public. The arbitrator shall prepare written findings and make a written decision within thirty (30) days of the close of the hearing, and the arbitrator's decision shall be served by mail upon all parties to this agreement.

Section 3. Arbitrator's Authority.

The arbitrator shall have no right to amend, modify, nullify, ignore, add to, or subtract from, the terms and conditions of this agreement. The arbitrator shall consider and decide only the specific issue(s) submitted in the written statement, and shall have no authority to make a decision on any other issues not so submitted. The arbitrator shall be without power to make a decision contrary to, or inconsistent with, or modifying or varying in any way, those laws, rules or regulations pertaining to the parties hereto and all governmental units in the state of Minnesota.

Section 4. Costs of Arbitration.

Each party shall pay its own costs and attorney's fees associated with the arbitration process, except as otherwise provided herein.

Section 5. Judicial Relief.

Any party may seek judicial relief to the extent authorized by Minn. Stat. §572.08 through §572.30, as amended, or where any party fails to participate in a good faith and timely fashion in the arbitration process as set forth herein. If judicial relief is sought to compel a party to participate in good faith and in a timely fashion in the arbitration process, after said party has refused or failed to do so, costs, including reasonable attorney's fees, shall be awarded to the prevailing party(s). In any other effort to seek judicial relief, each party shall pay its own costs and attorney's fees.

ARTICLE X.
GENERAL PROVISIONS

Section 1. Amendments.

This Agreement may be amended from time to time, but any such amendment must be in written form, and approved by all of the parties to the Agreement.

Section 2. New Members.

Any new governmental unit, or other governmental entity contemplated by Minn. Stat. §471.59 may be added to this agreement and to the joint board by receiving the approval of all other parties to this agreement. Once approved, the contribution and other obligations of the new member(s) shall be set forth in

written fashion by amending this agreement, and the new member(s) shall be fully obligated and bound by the terms of this agreement. Any such new member will have one (1) representative on the joint board as set forth in Article III., Section 2, unless otherwise provided.

Section 3. Address for Services of Notice on Documents.

All notices, statements, or other written documents required to be given under this agreement shall be in written form, and shall be considered served and received if delivered personally or if deposited in the United States First Class Mail, postage prepaid, as follows:

City of Eveleth
City Hall, 413 Pierce Street
Eveleth, MN 55744

Town of Fayal
3600 Shady Lane
Eveleth, MN 55734

Independent School District No. 2909, Rock Ridge
411 5th Ave S
Virginia, MN 55792

Section 4. Savings Clause.

Should any provision of this agreement be found unlawful or invalid, the other provisions of this agreement shall remain in full force and effect if, by doing so, the purpose of this agreement, taken as a whole, can be reached, fulfilled, and made operative. Should any provision be found unlawful or invalid, the parties shall attempt to agree upon an amendment to this agreement to replace that portion that has been determined to be unlawful or invalid.

ARTICLE XI.
EFFECTIVE DATE

It is intended that this agreement shall have an effective date of August 24, 2020.

IN WITNESS WHEREOF, each party executed this Agreement pursuant to the authority of resolutions passed and approved by their respective governing bodies, which are incorporated herein by this reference.

CITY OF EVELETH

Dated:

By _____
Mayor

By _____
City Clerk

TOWN OF FAYAL

Dated:

By _____
Chairperson

By _____
Clerk

INDEPENDENT SCHOOL DISTRICT NO. 2909
Rock Ridge

Dated:

By _____
Chairperson of School Board

By _____
Clerk of School Board

ROCK RIDGE SCHOOL DISTRICT

FRANKLIN ELEMENTARY
STUDENT HANDBOOK
2020-2021

Angie Williams, Principal
Stacy Buatala, Secretary
Nicole Young, Dean of Students

DUE to the global COVID-19 Pandemic, items in this handbook are subject to change and many of the items pre-COVID-19 have been purposefully left in this document. Please keep up to date, as changes may occur rapidly throughout the year. Rock Ridge School District has sent out a Back to School Guide regarding the start of the school year and will also send periodic messages with updates and information as it changes.

IMPORTANT SECURITY NOTES:

It is critical to the safety of our students that the office is informed of any absences or late arrivals. ***Please contact the Franklin Office DIRECTLY at 218-744-7709** as early as possible to inform the secretary of any reason your child may not be in school or on time.*

All visitors, including parents, should make an appointment to enter the school. Arrangements to pick up your child will need to be made to avoid entering the building.

If there is a need to enter the building, the entrance to the Franklin will be from either East Door #11 or West Door #10 just south of the building. All other doors are locked during the school day. You will enter the walkway to Franklin and make a right turn into the office. **You will not be allowed into the Franklin without going through the office, signing in, and receiving a Visitor Pass from office staff.**

The small lot off of Elba Avenue next to the playground is NOT for before or after school drop off or pick up. This creates hazards for all involved. It is only for use by school staff and school vans.

If your child walks to school, ~~he/she should not arrive at school before 8:00 A.M.~~ he/she should arrive at school as close to 8:15 A.M. as possible. If you need to pick up your child before the school day ends you can park in the small short-term lot located near door 11 on the playground side of the building (enter the parking lot from Elba Avenue).

Students will not be allowed inside the school in the morning until the bell rings. The only exceptions are in cases of inclement weather or a signed note from a teacher requesting they be in to work with the teacher. If students are coming inside before school with a teachers note they must sign in at the office before going to the classroom.

When picking students up at the end of the day, adults are required to wait for ALL students outside of the building. ~~in the hallway outside of the Franklin Office~~. ~~Please enter using door #10 or door #11~~.

THANK YOU FOR YOUR COOPERATION AS WE WORK TO KEEP OUR STUDENTS SAFE.

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ISD #2909 ADMINISTRATION

Direct Dial Phone Numbers

Angie Williams, Principal, Senior High and Franklin	744-7707
Nicole Young, Franklin Dean of Students	744-7717
Stacy Buatala, Franklin Secretary	744-7709
Katie Peterson, School Nurse	744-7711
Franklin Cafeteria	744-7713
Franklin Media Center	744-7723
ECFE	744-7742
Mike Hoag, Maintenance	744-7748
Debbie Wiirie, Human Resources	744-7700
Bryan Mayry, Business Manager	744-7704
Janelle Dolinsek, Business Office	744-7705
Todd Gripentrog, Gilbert Principal	744-7773
Denise Berry, Gilbert Secretary	744-7770
Laura Tassoni, High School Secretary	744-7706
Community Education	744-7773

INTRODUCTION

Dear Students, Parents, and Guardians:

We are excited to begin a new school year! While we know families are inundated with information and paperwork at the start of a year, it is crucial that you read and understand the information in this manual. Understanding and following these procedures and rules will ensure we have another fantastic year and create a building where students and staff can learn and grow.

This student manual should be used as a source of regulations, policies, and information for the student while attending Franklin Elementary. **Families should read the manual carefully, review it with children, and keep it as a reference.**

Students and parents are responsible for knowing and following the rules, regulations, policies, and procedures contained in this manual.

The rules, regulations, procedures, and articles described in this handbook have been established to create the best possible atmosphere for the education of all students. Your good use of this information will be to your advantage and will help the Franklin Elementary School continue to maintain the standards we have all come to expect. All students should remember that they can write their school record but once, and once written, that record cannot be changed. The importance of a good school record cannot be overemphasized. An excellent record in attitude, grades, attendance, citizenship, personality and character should be every student's goal.

This handbook is not intended to represent a complete description of all district policies. A detailed description of all policies adopted by ISD 2909 is accessible on the main website. (www.rrps.org) A printed copy is available upon request.

This handbook may be changed or amended during the school year. Changes will be posted in the office of the Principal and relayed to the students by means of the Daily Bulletin. Any questions on the policies herein should be addressed to the Principal.

FRANKLIN DIRECTORY

2020-2021 SCHOOL YEAR

DISTRICT VOICEMAIL (218) 744-2211

Name	Position	Extension/Direct Dial	Email
Angie Williams	Principal	1910/218-744-7710	angie.williams@rrps.org
Stacy Buatala	Secretary	1909/218-744-7709	stacy.buatala@rrps.org
Ms. Nicole Young	Dean of Students	1917/218-744-7717	nicole.young@rrps.org
Katie Peterson	Nurse	1911/744-7711	katie.peterson@rrps.org
Carole Kostich	ADAPT	2101	carole.kostich@rrps.org
Mr. Joe Grigal	Kindergarten Teacher	2108	joe.grigal@rrps.org
Mrs. Kim Wolner	Kindergarten Teacher	2116	kim.wolner@rrps.org
Mrs. Matraca Streier	1st Grade Teacher	2113	matraca.streier@rrps.org
Mrs. Kaylee Hennen	1st Grade Teacher	2211	kaylee.hennen@rrps.or
Ms. Laurie Hipple-Jam	1st Grade Teacher	2210	laurie.hipplejam@rrps.org
Mrs. Jody Negen	1st Grade Teacher	2110	jody.negen@rrps.org
Mr. Cody Baker	2nd Grade Teacher	2205	cody.baker@rrps.org
Mrs. Becki Carey	2nd Grade Teacher	2212	becki.carey@rrps.org
Mrs. Gaye Lossing	2nd Grade Teacher	2203	gaye.lossing@rrps.org
Mrs. Beth Bittmann	3rd Grade Teacher	2312	beth.bittmann@rrps.org
Mrs. Deb Tikkanen	3rd Grade Teacher	2310	deb.tikkanen@rrps.org
Ms. Kristy Hill	4th Grade Teacher	2301	kristy.hill@rrps.org
Ms. Melissa Lautigar	4th Grade Teacher	2303	melissa.lautigar@rrps.org
Mr. Ed Thompson	4th Grade Teacher	2305	ed.thompson@rrps.org
Ms. Jessica Kralich	Special Education	2313	jessica.kralich@rrps.org
Ms. Laurie Kuoppala	Art Teacher	2309	laurie.kuoppala@rrps.org
Mrs. Brianne Pellinen	Title 1	2214	brianne.pellinen@rrps.org
Mr. Wayne Roberts	Phy Ed	1922	wayne.roberts@rrps.org
Mr. Rob Hinrichs	Phy Ed	1922	robert.hinrichs@rrps.org
Ms. Patricia Anderson	Speech	2208	patricia.anderson@rrps.org
Mrs. Roxanne Kelson	Media Center	2300	roxanne.kelson@rrps.org

Eveleth-Gilbert Schools 2020-2021 Activity Calendar

Activity Calendar Subject to Change due to COVID-19

Aug 31, 2020	Monday	Teacher In-Service	Feb 11-12, 2021	Thur-Fri	State One Act
Sep 1, 2020	Tuesday	Teacher In-Service	Feb 15, 2021	Monday	NO SCHOOL Spring Break
Sep 2, 2020	Wed	Teacher In-Service	Feb 16, 2021	Tuesday	EGV JV Speech Invitational @ EGHS, 4
Sep 3, 2020	Thursday	Teacher In-Service	Feb 18, 2021	Thursday	JH/SH Conferences Appts Only, 3:30-7
Sep 3, 2020	Thursday	Open House	Feb 22, 2021	Monday	Orchestra gr. 5-8 Concert, 7 pm, VHS
Sep 7, 2020	Monday	Labor Day, No School	Mar 8-9, 2021	Mon-Tues	Section 7A Music Contest @ ME 8am-4pm
Sep 8, 2020	Tuesday	First Day of School	Mar 11, 2021	Thursday	SH Band/Orchestra/Choir Concert 7 pm EGHS
Sep 22, 2020	Tuesday	SH Pictures (Retakes Nov. 5)	Mar 13, 2021	Saturday	EGV Varsity Speech Meet @ EGHS/Franklin
Oct 5-9, 2020	Mon-Fri	Homecoming Week	Mar 15, 2021	Monday	Conference comp day, no school
TBD	TBD	5-8 School Pictures (Retakes Nov 14)	Mar 25, 2021	Thursday	End of Quarter 3
Oct 13, 2020	Tuesday	Franklin School Pictures (Retakes Nov. 19)	Mar 26, 2021	Friday	Teacher In-Service
Oct 15-16	Thurs-Fri	Education Conference, No School	TBD	Tuesday	ACT Test (Juniors and Seniors)
Oct 24, 2020	Saturday	Turnabout@Eveleth Auditori, Dinner at 6	Mar 25-28, 2021	Thurs-Sun	VEG Musical, Goodman Aud, 7pm (2pm on 28th)
Oct. 22-23, 25	Thurs, Fri, Sun	Fall Play (Th & Fri: 7pm; Sunday: 1 pm)	Mar 29, 2021	Mon	Speech Sub 7A-2 North @ Cherry HS, 4:00 pm
TBD	TBD	Senior Financial Aid Night, starts 4:30 pm	Mar 30, 2021	Tuesday	SH Chamber Music Concert 7 EGHS Media Center
Nov 5, 2020	Thursday	Senior High Picture Retakes	Apr 1-5, 2021	Thurs-Mon	NO SCHOOL Spring Break
Nov 6, 2020	Friday	End of Quarter 1	Apr 5-11, 2021	Mon-Sun	Florida Band Trip
Nov 9, 2020	Monday	Teacher In-Service Day	TBD	Tuesday	Makeup ACT Test
Nov 12, 2020	Thursday	JH/SH Conferences, 3:30-7 pm	Apr 15,17-18	Th, Sat-Sun	Spring Play, Boardman Auditorium, 7pm/2pm
Nov 9 & 11	Mon & Wed	Nelle Shean Conferences, 3:30-7 pm	Apr 16, 2021	Friday	Section 7A Speech, Marshall School Duluth, 3:00
Nov 10 & 12	Tues & Thurs	K-4 Conferences, 3-7 pm Tues/3-6 Thurs	Apr 23-24, 2021	Fri-Sat	MSHSL State Speech
Nov. 9 & 100	Mon & Tue	Junior High Fall Play, 7 pm	May 1, 2021	Saturday	Prom
Nov 12, 2020	Thursday	Senior High Band and Choir Concert, 7 pm	May 4, 2021	Tuesday	Junior High Band and Choir Concert, 7pm
Nov 19, 2020	Thursday	Franklin Picture Retakes	May 7, 2021	Friday	Franklin Grades K-2 Spring Sing, 1:00 pm
Nov 26-27, 2020	Thurs-Fri	Thanksgiving, No School	May 10, 2021	Monday	Orchestra Pops Concert gr. 5-12 @ VHS, 7 pm
Dec 1, 2020	Tuesday	Junior High Band and Choir Concert, 7 pm	May 14, 2021	Friday	Nelle Shean Spring Sing, 1:00 pm

Dec 2, 2020	Wednesday	11th Grade ASVAB Testing	May 16, 2021	Sunday	Senior High Band and Choir Concert, 7 pm
Dec 3, 2020	Thursday	Orchestra Concert, 6-12 Gilbert Aud. 7	May 17-21, 2021	TBD	Orientation for Incoming Freshman, Day
Dec 11, 2020	Friday	Grades 3-4 Holiday Concert, 1:00 pm	May 17-21, 2021	TBD	Senior High Awards Program, Day/Time TBD
Dec 23-Jan 1	Wed-Friday	Winter Break, No School	May 26-27	Wed-Thurs	Track & Field K-2 (26th)-3-4 (27th)Make-up 28th
Jan 4, 2021	Monday	Classes Resume	May 27, 2021	Thursday	Memorial Day Program
Jan 18-22	Mon-Fri	Snow Week	May 21, 2021	Friday	NS Track & Field (Tues May 26 Rain Date)
Jan 18, 2021	Monday	Teacher Inservice No School	May 31, 2021	Monday	Memorial Day, No School
Jan 22, 2021	Friday	End of Quarter 2/Semester 1	Jun 3, 2021	Thursday	End of Quarter 4/Semester 2
Jan 23, 2021	Saturday	Preview of Plays Fest @ EGHS Aud, 9-4:30	Jun 4, 2021	Friday	Teacher In-Service
Jan 30, 2021	Saturday	One Act Sub-Sections @ EGHS Aud, 9-4:30	Jun 4, 2021	Friday	Graduation Ceremony, 7 pm
Aug 31, 2020	Monday	Teacher In-Service	Feb 11-12, 2021	Thur-Fri	State One Act

GENERAL INFORMATION

All students are expected to be in school regularly and on time, but it is requested that walkers leave home so that they do arrive not more than 5 or 10 minutes before classes begin. The first bell will ring at 8:10 A.M. Students are dismissed one hour early on Wednesdays.

Exceptions: Prevented by illness or appointment (dentist, doctor, other professionals).
Excused by the Principal.

School Hours: M,T,Th, F 8:15 – 2:50 Wednesday 8:15-1:50

Cafeteria Lunch Schedule:

M, T, Th, F		Wednesday	
Grade 4	10:50-11:35	Grade 4	10:50-11:35
Grade 3	10:55-11:40	Grade 3	11:40-12:25
Grade 2	11:05-11:50	Grade 2	11:45-12:30
Grade 1	12:15-1:00	Grade 1	11:50-12:35
Kindergarten	12:20-1:05	Kindergarten	11:55-12:40

Social distancing will be practiced, students will need to follow traffic flow signs, and be seated if you are not in line or throwing away trash. You must only sit at marked locations, no exceptions. Students may need to eat in classroom spaces to help maximize our space in the cafeteria during the COVID-19 Pandemic.

*Lunch schedules are subject to change.

BEFORE AND AFTER SCHOOL HOURS

School will be open every day unless prevented by severe weather or other emergency or facility issues. In this event, an announcement will be made early in the morning on local radio stations. These stations are WEVE (1340) or WTBX (93.9 FM). Television: KDLH, KBJR, and WDIO and PUBLIC ACCESS - 12. The school will also use

PowerAnnouncement to contact parents and guardians directly. Settings for which emails or phone numbers receive this information can be changed by logging into the parent portal of PowerSchool or by contacting the office at 218-744-7709 or stacy.buatala@rrps.org.

Families are reminded to be alert to the possibility of early closings because of severe weather and instruct their child what to do and where to go in case of an emergency school closing. Information about where your child should go in the event of an emergency early release should be detailed on their Emergency Information Card at the beginning of the year. We will send a PowerAnnouncement as quickly as possible to give parents and guardians the maximum amount of time to prepare for their child's early release.

Children are allowed in school prior to 8:15 A.M. if it is raining, if the temperature is more than 10 below with the windchill, or wind conditions are severe. **Walkers should ~~not arrive at school before 8:00 A.M.~~ arrive as close as possible to 8:15 A.M. and should leave immediately after school.**

During the cold winter months please make a special effort to observe your youngsters carefully before sending them off to school. Check to be sure that clothing is adequate. Be sure that he/she is dressed for some unexpected emergency, such as a stalled bus, a lengthy wait at the bus stop, or an extreme change in the weather.

Children will ordinarily be outside for noon hour (approximately 25-30 minutes) unless the weather is severe.

At the end of the school day, students will return home their regular way unless the school receives a written change from the parent or legal guardian. **Please call the office no later than 1:30 for changes to assure time to reach your child's teacher.**. Unless there is an unforeseen emergency, a **WRITTEN NOTE** must be sent in prior to the day a change is necessary.

SAFETY PATROLS

Safety patrols are on duty in the morning and after school. Please encourage your child to use the crosswalks on Fayal and Elba Avenues. Please cooperate with the safety patrols, they are assisting with the safety of your children.

Patrols are chosen from 4th grade students. Use of patrols should not lessen the need for any child to be alert and follow good safety practices when crossing streets. If, for some reason, a patrol is not at a station, we then would expect a child to exercise good judgment when crossing the street.

Patrols serve the Franklin School in a very responsible position. The safe crossing of students to and from school is their obligation. They perform their duties in some adverse weather conditions. Cooperation by motorists and pedestrians makes their job easier.

VISITORS

Due to COVID-19, visitors, including parents, are not encouraged to visit the school. If there is a need that arises where you need to enter the building, please make an appointment with Stacy Buatala, Franklin Elementary Secretary, by calling 744-7709. ~~Parents and guardians are welcome and encouraged to visit school. We work to provide information about unique opportunities for family participation, please keep an eye on newsletters and home folders.~~ **~~ALL VISITORS MUST ENTER THE BUILDING THROUGH THE OFFICE, SIGN IN AND PUT ON A VISITOR PASS.~~** ~~If there is a particular class or activity you would like to see, please make arrangements with your child's teacher by calling, sending a note, or emailing.~~

PARENT/TEACHER ASSOCIATION
(EG Bears PTA)

Monthly meetings are held in the Franklin Cafeteria. The board consists of a chairperson, co-chairperson, and treasurer. Some of the functions of this group include: providing parental opinion for the principal, fundraising activities, and the yearbook. This is a good way to be involved with your child's education and field trip programs.

SCHOOL VOLUNTEERS

Due to COVID-19, volunteering may need to look different this year.

The educational experience of our children can be enhanced and expanded with the help of volunteers in our school.

By assisting teachers with photocopying, bulletin boards, art projects, and reading or math drills, volunteers give teachers the opportunity to use their time to do even bigger and better things in the classroom.

We're always looking for people to help in many ways. Here are a few: counting and sorting box tops for education, helping with the Book Fair, Open House, picture days, classroom parties, sharing a hobby or story, fundraisers, etc. If interested, please let your child's teacher know.

ATTENDANCE POLICY

A parent or guardian must call the school or send a note when a student is absent. We ask that families contact the school by 8:30 a.m. if the student will be absent so we know where they are. A student has 1 day after their return to bring in a note or the absence will be unexcused. If we do not hear from you regarding your students absence, you will receive a call from the Dean of Students to verify that your child is safe.

Excessive absences, whether excused or unexcused, cause significant disruption and academic hardship. Students who accumulate 5 absences over the course of a term will be sent a letter reminding their families of the importance of school attendance. Students who are absent for 10 or more days in the year will be sent a letter that indicates a doctor's note is required to excuse any further absences. We strongly recommend acquiring a doctor's note whenever possible in order to minimize the accumulation of these 10 absences. Any absence with documentation from a doctor is marked "M" for Medical and does not count towards the total that triggers the 10 absence letter.

Students who accumulate more than 7 unexcused absences may be referred to the Multi-Agency Truancy Review Team. At the elementary level, absences accumulate per class session (a.m. and p.m.), not just per day. This means that a student who is absent unexcused for one or more ½ day on 7 different days may be referred for Truancy Review Services.

Students will have 2 days to make up any missed work for every 1 day of excused absence. At that time, the assignment would be considered late and individual classroom late work policies will apply.

Reference: Policy 503 ISD 2909 Student Attendance Policy.

ABSENCES AND DISMISSAL DURING THE SCHOOL DAY

If your child will be absent from school for any reason, please call the Secretary in the Franklin Office at 744-7709. State law requires us to mark children absent even if it is excused. (For online students, attendance will be kept and counted, full participation online is expected.)

When picking up your child during school hours, ~~first come to the office (Room 109) to sign them out~~. please contact Stacy Buatala, secretary to make arrangements for pick-up. Please do not ask us to send your child home from school unattended. If plans for the care of your child after school should change, please ~~stop by~~ call our office and we will ~~have you write a note for~~ relay the information to the teacher. These regulations are for the safety of your child. If your child is taking a bus to their after school destination and is not a regular bus student, the office and bus driver must get a note.

If for any reason you do not want your child released except for your care, please contact the Elementary Principal at the beginning of each school year, or when such circumstances arise. You need to put your request in writing.

School Breakfast and Lunch

The school breakfast cost is $1.90 for elementary students except for Kindergarten students, for whom breakfast is served free of charge. Those students who qualify for free or reduced lunches will get free breakfast. Noon lunches are available to each child. Costs for lunches are $2.60 for elementary students. If students qualify for reduced lunch, lunch will be free. Forms for free or reduced lunches can be picked up in the office. Adult lunches are $4.10.

Milk is also available for those children carrying bag lunches. The cost for a milk ticket is sixty-five cents (.65).

Kindergarten students receive free breakfast as part of their school day.

Lost and Found

Lost and found cabinets are located on each of the 3 floors. All lost and found items are kept in these cabinets. The buses also have boxes with lost and found items in them. We strongly suggest that all items of clothing and lunch buckets be marked with your child's name. It is the student's and/or parents' responsibility to check for lost and found items.

Transportation of Students

1. The bus driver has complete authority on the bus. Follow all COVID-19 Protocols on the bus. Students are required to wear a mask on the bus.
2. The school bus does not stop, nor does it wait for students who are not out at the designated school bus pick up location. Students who miss their bus through their own negligence must find their own transportation to or from school.
3. Students must ride their assigned bus to and from school unless administrative approval is granted. A parent must make a written request and the administrator must sign the request.
4. Students must board and leave their bus at the location designated by the district.

Bus drivers will report serious or continued violations to the administration. Parents or guardians will be notified by letter. Transportation may be denied a student by the school authorities for repeated or flagrant violation of bus rules.

If your child is transported by bus and you need to change pickup or drop off locations, you must complete a Transportation Change Request 5 days prior to the change. Forms may be printed from the District Website or picked up in the Principal's office.

NOTE: All School District and/or Franklin Elementary School Policies remain in effect while riding the school bus.

Reference Policy #709 ISD 2909 Student Transportation Safety

Student Search

It is the intent of all school staff to provide a safe and healthful educational environment by enforcing the district's policies against contraband.

Reference Policy #502 ISD 2909 Search of student lockers, desks, personal possessions and student's person.

INTERVIEW OF STUDENTS BY OUTSIDE AGENCIES

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures of access to students by authorized individuals during the school day.

Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.

Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request the principal shall attempt to contract the student's parents to inform them of the request, except where otherwise prohibited by law.

Reference Policy #519 ISD 2909 Interviews of students by outside agencies.

FRANKLIN ELEMENTARY EDUCATIONAL PROGRAM

The Elementary Educational Program provides the foundation for further educational pursuits and the student's life's work. With the exception of a child's preschool years in the home, there is perhaps no more important period in a person's life, in respect to the establishment of behavior patterns and personality development, than the years a child is in elementary school. With this thought in mind, Franklin Elementary School has been actively engaged in curriculum revisions and development under the administration of our elementary school recognizing that the focal point of any educational activity is the student. As such the curriculum seeks to meet the needs of individual students by the means of a coordinated program of studies based on the educational goals of the district. In addition to the following list of general goals for our school district, there are more specific goals and objectives for each area of study, which are available for your review at school.

INSTRUCTIONAL MATERIALS

Children are furnished with all necessary textbooks, workbooks, and manipulative materials; however, items such as tablets, notebooks, pencils, pens, etc. are to be purchased for the individual child. Each teacher will advise the students of materials needed for their class. The class supply list is available in the office.

If your family is struggling to purchase any necessary materials, please contact the principal or your child's teacher. We have extra supplies on hand and can help provide any required supplies.

GRADE SCALE

The grade scale for grades Kindergarten through 2nd grade:
E-Excellent 93-100%
V-Very Good 86-92%
S-Satisfactory 78-85%
I-Improvement Needed 70-77%
U-Unsatisfactory 69 % and below

The grade scale for grades 3 and 4:
A-Excellent 93-100%
B-Above Average 86-92%
C-Average 78-85%
D-Below Average 70-77%
F-Unsatisfactory 69% and below

CONFERENCES AND REPORTING

Parent conferences will be scheduled for all parents during or at the conclusion of the first ten-week period. Additional conferences may be scheduled as needs arise and may be initiated by either families or the teacher. If parents or teachers feel a conference is needed a phone call, email, or note should be used to arrange a time convenient to both parties. Parents have access to their child's cumulative record. If you wish to view this record please make a request in writing to schedule an appointment with the office. Report cards will be sent home after each marking period.

APPOINTMENTS WITH SCHOOL PERSONNEL

Anyone desiring a conference with a staff member or a conversation regarding the progress of their son/daughter should call the instructor and leave a voicemail message. You may call 744-7709, and the secretary will transfer you to the staff member's voice mail. You may contact the office if for any reason the instructor fails to return your call in a timely manner.

POWERSCHOOL

Parents may access their son/daughter's grades, attendance, homework, etc through the Power School Program. Log on to www.rrps.org and click on the PowerSchool icon. Access Codes will be given out at the beginning of the school year. Parents/Guardians may also call the office to request their user information.

FIELD TRIPS

Some transported and some walking field trips are taken by classes to broaden their educational experiences. Parents may be asked to help with supervision on some of the field trips. An informative letter and permission form is sent home for parental approval prior to the trip.

Ideas for walking field trips are always welcome. If any interested parent or resident of Eveleth School District is employed at an appropriate place of interest within walking distance of school, please contact the Principal.

HOME BASED EDUCATION PROGRAM/ STUDENT ADMISSION POLICY

For the purpose of this policy, a Home-Based Private Education Program will be that which is defined as M.S. 120.101-120.103. This policy applies to students who enter or reenter the School District of Eveleth-Gilbert after having participated in a Home-Based Private Education in accordance with Minnesota law.

Reference Policy #611 Home-Based Education Program Student Admission

SCHOOL HEALTH SERVICE

The Health Office is located in the Franklin Elementary School. The office is staffed by a Health Assistant from 7:45 A.M. to 3:15 P.M., Monday through Friday. Health service personnel are registered nurses, in

addition to being trained in first aid and cardiopulmonary resuscitation (CPR). The primary responsibility for the student's health rests with the parents. The school assists the student to maintain, protect, and improve his/her own health status and helps to develop competence in dealing with health problems that he/she will encounter.

ILLNESS DURING SCHOOL

When a student presents himself/herself at the Health Office complaining of an illness, he/she is assessed by the Health Service Personnel. A rest area is provided for students. They are monitored to determine if they can return to class or home. If the child presents symptoms that do not allow him/her to function in the classroom, the parent will be telephoned to transport their child home. When parents cannot be reached, information provided on the emergency card will be used. If the Health Office is unable to reach anyone, the child will remain in the office for the remainder of the day or until a responsible adult is reached. Children will not be sent home without permission of the parent or designated emergency phone numbers.

Parents are responsible for transporting the ill child home. Only under extenuating circumstances will the school provide transportation. If the parent requests and the child's condition allows, students may walk home. The parent is to call the Health Office when the child reaches home.

NOTE: IN THE EVENT OF A SERIOUS INJURY OR ILLNESS, AN ATTEMPT WILL BE MADE TO CONTACT THE PARENT PRIOR TO CALLING AN AMBULANCE. HOWEVER, IN CASES THAT PRESENT THEMSELVES AS VERY SERIOUS OR LIFE THREATENING, THE SCHOOL RESERVES THE RIGHT TO CALL FOR EMERGENCY MEDICAL ASSISTANCE.

MEDICATION AT SCHOOL

Prescription and non-prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel to administer medication to the child. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler, and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP, Section 504 Plan, or IHP.

EXTENDED ABSENCES

If at any time a situation arises that your child will not be able to attend school for an extended period of time notify the Principal as soon as possible. Arrangements will be made to continue your child's education by other means. Parents are requested to notify the Health Service if a child is absent due to surgery, an injury or illness. The Health Service also should be notified of major injuries such as broken bones, sprains, stitches, etc.

IMMUNIZATIONS

It is the responsibility of the parent to have their child immunized to meet the requirements for school entrance. Minnesota Statutes 1980, Section 123.70, requires that all children who are enrolled in a Minnesota school be immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, allowing for certain specified exemptions. The School Health Service will annually review the immunization status of all students and make the appropriate recommendations for boosters or to complete the required immunization series.

FRANKLIN ELEMENTARY MEDIA CENTER

MISSION STATEMENT

The mission of the Eveleth-Gilbert Schools Media Center is to provide a learning environment with diversified materials and resources to support the curriculum and to promote lifelong learning and literacy. Through interaction and cooperation with faculty, students will learn how to retrieve, interpret and synthesize information from a variety of sources to meet their individual needs.

HOURS

The Media Center is open from 8:30 AM – 3:20 PM. This schedule may vary depending on faculty meetings and other events scheduled as needed. Students who need to use the Media Center beyond these hours must make special arrangements in advance with Media Center personnel.

SERVICES

1. The print collection includes approximately 16,000 books and numerous subscriptions to current magazines.
2. Online resources include Internet access, access to the library catalog, and several other subscription research databases.
3. The non-print collection includes a variety of videotapes, DVDs, AND books on CD.
4. Lamination, video and DVD production and duplication, letter making machines, bookbinding and many other production services are available upon request.
5. Software on various computers is available for word processing, creating databases, spreadsheets, and other computer generated presentations.

STUDENT ACCESS TO THE MEDIA CENTER

Franklin Elementary classes may receive whole group resource time in the media center each week. Individual students or students in small groups may use the Media Center from classes with a written pass from an instructor. These passes must be presented at the circulation desk and must be signed by Media Center personnel if students return to class before the end of a class period. Individual instructors will arrange class use of the Media Center in advance. Students are also encouraged to make use of the Media Center before school, during the lunch break, between classes and after school. Passes are not required at these times.

ORIENTATION AND POLICIES

Franklin Elementary students will receive in-depth instructions and information on Media Center use, services and policies, through scheduled sessions arranged through a classroom teacher sometime at the beginning of the school year. Students will be notified of new services and materials on an ongoing basis as needed.
Students using the Media Center are expected to:

1. Observe school rules regarding attire, food and beverages,cell phones, etc.
2. Display appropriate behavior, which is non-disruptive to others in the area.
3. Show proper respect for other persons and property, school district materials, equipment, furniture and supplies.
4. Follow other procedures for checking out and returning materials.
5. Use computers with complete knowledge and understanding of school district policies.

Disrespectful or disturbing behavior or abuse of materials or equipment will not be tolerated. Students will be verbally warned and may be temporarily restricted from using the Media Center as a consequence for misbehavior

CODE OF CONDUCT AND DISCIPLINE POLICY

Grades K-4

In any community, a system of rules is necessary for successful work and learning to take place and to ensure personal safety. It is crucial that students learn the school rules and understand the value and importance of following them. Another key lesson that everyone needs to understand is the importance of staying in one's own personal space (both verbally and physically) and to respect the personal space of others. We want students to accept and understand when they have made a poor choice or done something wrong, and accept the consequences for their behavior as part of their learning experience.

Students need to develop skills that will help them to become good citizens and community members. Included are a basic knowledge of personal rights and responsibilities, learning to resolve conflicts in appropriate ways and learning to make safe, healthy choices in their daily lives. It is important for students to learn to show common courtesy and respect to others. All students need to behave in a way that allows everyone, regardless of gender, race, disability, ethnicity, personal identity, and religious affiliation, to feel free of fear and intimidation.

The consequences for misbehavior described in this regulation are designed to be fair, firm and consistent for all students in grades K-4 in the Eveleth-Gilbert School District. **They apply to the students while they are in school or any district building during regular school hours or at times they are attending district events outside the regular school day. They also apply while students are on any district property or in any district vehicle.**

Because it is not possible to list every misbehavior that occurs, misbehavior not included in this regulation will be responded to as necessary by district staff. Administrators may involve the police and other law enforcement authorities as necessary. If a student violates a district rule that is also a violation of the law, the student will be referred to the police in addition to being dealt with by district staff.

BEHAVIOR EXPECTATIONS

Grades K-4

Be Prompt and Prepared: *See homework plan.

Bring the following to class on a daily basis:

1. be on time
2. appropriate text(s)/ other materials (example: gym clothes, swimsuit, etc.)
3. notebook/folder
4. pen/pencil
5. daily planner
6. completed homework/make-up work
7. a leisure reading book (accelerated reader)

Responsibility

1. Make good choices
2. Take care of yourself
3. Help others when needed
4. Listen and follow directions
5. Complete work on time
6. Keep up with your books, pencils, backpacks, folders, jackets, etc.

Resourceful

1. Come to class prepared to learn
2. Have necessary materials (paper, pencils, books, folders)
3. Use materials wisely, recycling when possible

4. Try to solve problems or locate materials and information needed on your own before asking the teacher for help

Respectful

1. Be kind to self and others
2. Use good manners
3. Take care of school property
4. Listen carefully to instructions, and follow directions
5. Respect personal space
6. Listen when others are talking
7. Be positive
8. Be on time for class/school

DRESS CODE

The clothes a student wears to school shall be an agreement between the student and the parents. Proper guidance from the home regarding grooming and dress contributes to the development of the child's self-confidence. Remember students who are in grades 3 and 4 may need deodorant and other hygiene products. Also, parents need to realize that what may be appropriate dress outside of school does not mean it is appropriate for school. Think before you dress for school! **Remember: Franklin Elementary Staff reserves the right to determine whether a student's clothing is acceptable or not.**

General guidelines to follow:

-A mask or face shield is required.
- Students are expected to dress in a manner that is not disruptive to the classroom situation.
- Shorts are permissible dress in the Franklin School. However, it is still advisable to wear clothing that protects the knees in the event of a fall on the blacktop areas.
- Students must wear shoes or other footwear and shirts as required in all public buildings. No flip flops will be allowed!
- Students should dress appropriately for existing weather conditions.
- Classroom teachers will inform you in advance if there is a need for special clothing for a particular activity.
- Students should not wear dark soled shoes or hiking boots in school as they mark the floors.
- Students' pants are expected to fit to an appropriate length. Please make sure they wear a belt if the pants do not fit well. Pants dragging on the ground are not appropriate for school and are not permitted.
- Hats may be worn to school but must be removed prior to entering the building.
- Clothing advertising tobacco, alcohol and/or other inappropriate messages are not to be worn to school.

Reference Policy 504 ISD 2909 Student Dress and Appearance Policy

NUISANCE OBJECTS

Students who bring any of the following items to school will have the items immediately confiscated. They will be kept in the office until arrangements to pick up the item are made by parents.

- No trading cards of any kind are allowed to be brought to school. This includes: Pokemon, All-Star Wrestling, Baseball, Football, Basketball, Hockey, Hollywood, etc. Trading cards have had a disruptive, negative and sometimes violent effect on schools in recent years.
- No bicycles, skateboards, push (or motorized) scooters, or rollerblades, "Heely" type shoes (shoes with wheels). These items are not allowed anywhere on school property.
- No cell phones, music players (iPods or other MP3 players), laser pointers, or handheld electronic games.
- Toy weapons of any kind are not allowed on school district property at any time.

Special circumstances: If a cell phone is needed as the only means a student can contact their parent after school the parent must contact the Principal and make arrangements with the principal. The phone must be turned in to the teacher or kept in the office during the school day.

WEAPONS AND ASSAULTIVE BEHAVIOR POLICY

Bringing a dangerous weapon on school property is a violation of Minnesota law. It is a serious violation called a felony. You may not possess a dangerous weapon at any time on school property.

A dangerous weapon can be many things. It includes guns, switchblades, brass knuckles, nun-chucks, certain liquids and pellet guns. It does not matter, for instance, whether the gun is loaded or unloaded. A dangerous weapon includes any device or instrument designed as a weapon or through its use is capable of producing great bodily harm or death.

Possession on school property includes on a school bus, at a bus stop, on school property, on any property leased by a school and whether the school is public or private. It also includes off campus locations where school hosted activities are taking place.

Violation of the terms of Minnesota law will result in penalties including expulsion of school in addition to statutory penalties, which include significant fines and prison.

Reference Policy #501 Weapons and Assaultive Behavior Policy
Reference Policy #506 ISD 2909 Student Discipline Policy

CAFETERIA BEHAVIOR

Social distancing will be practiced, students will need to follow traffic flow signs, and be seated if you are not in line or throwing away trash. You must only sit at marked locations, no exceptions. Students may need to eat in classroom spaces to help maximize our space in the cafeteria during the COVID-19 Pandemic.

All students must remain in the school cafeteria during their lunch period. Students are not to be wandering in the halls during their lunch period. Classes are in session for the other grades.

All students are expected to follow these rules:
- Follow the directions of the cafeteria supervisors.
- Respect the cafeteria supervisors.
- Be on time.
- Talk quietly.
- Do not cut in front of others in the food line.
- No throwing food or objects.
- Clean up your table.
- Place all trash in the proper receptacles.
- Keep hands, feet, and objects to self.
- Get permission to use the restroom from the lunchroom supervisors.
- All other school rules apply to the cafeteria as well.

- **No bullying**. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone for a group on purpose. Bullying can cause a victim to feel upset, afraid, ashamed, embarrassed, and anxious about going to school and it can involve children of any age.
  Bullying is when you keep picking on someone because you think you're cooler, smarter, stronger, or better than them.

Violations will be handled following Disciplinary Procedures as previously described in the Code of Conduct.

PLAYGROUND RULES

1. Keep hands, feet, and "body" to self.
2. Baseballs, footballs, kick balls, soccer balls are allowed on the large activity field only.
3. No metal or wood bats, hard balls, bicycles, skateboards, scooters, roller blades, Healy's (shoes with pop out rollers in them), music players, hockey sticks, pen knives, trading cards, electronic games, cell phones, etc.
4. Playground equipment:
5. Use walking feet on the equipment.
6. No climbing "up" the slide.
7. No climbing on top of the equipment.
8. No playing in or behind the skating rink.
9. Stay within the fenced area near the playground.
10. Food and beverages are to be consumed in the cafeteria only.
11. Enter the building with a buddy only with the permission of staff from the playground for use of the bathroom or visit to the nurse.
12. No throwing of wood chips or asphalt.
13. **No bullying**. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying can cause a victim to feel upset, afraid, ashamed, embarrassed, and anxious about going to school and it can involve children of any age.
14. Bullying is when you keep picking on someone because you think you're cooler, smarter, stronger, or better than them.

BULLYING PROHIBITION POLICY

For a full copy of the policy, please refer to the district website.
This handbook includes portions of the full policy.

General Statement of Policy

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber-bullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

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

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506).
The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

Definitions

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

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

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or

performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

B. "Cyber-bullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district officials designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

School District Action

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of bullying or other prohibited conduct, the complainant, the reporter, and students, or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of bullying or other prohibited conduct shall be allowed the opportunity to

present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

Eveleth-Gilbert Public Schools
526 HAZING PROHIBITION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. 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..

G. 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.

H. A person who engages in an act that violates school policy or law in order to be 526-2 initiated into or affiliated with a student organization shall be subject to discipline for that act. I. 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

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 school-related 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 or regulations.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "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 526-3 represent that it will provide supervision or assume liability at these locations and events. D. "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.

E. "Student" means a student enrolled in a public school or a charter school.

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

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the 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 school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well. 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 receive 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. 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.

C. 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 526-4 subject to disciplinary action.

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

E. 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.

F. 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. 526-5 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.

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])

First Reading: 11.12.18
Revised: 12.10.18

Franklin School Golden Bears Golden Rule

I am responsible for my actions and behavior at all times.

I will respect others, myself, and my school.

I will make good choices, no matter where I am.

I will listen and follow directions to do my best work.

I will be a good citizen today and every day!

I am a Golden Bear!

HOMEWORK PLAN

Homework is a teacher planned learning activity that takes place outside of the regular assigned school hours. It should reinforce classroom learning and expand on a student's school experience. It also helps to develop skills of independent study.

NATURE AND PURPOSE

Homework should:

- Provide additional practice, increasing the amount of time students are actively engaged in learning and extending time on task.
- Be useful to teachers for monitoring student progress, and diagnosing student learning problems.
- Be an effective way to increase student personal responsibility and individual accountability.
- Lead to increased communications between parents and the schools and encourage parent awareness of student learning.
- Make students take responsibility for their homework, supported by their parents.
- Be set on a regular basis and establish a routine of home study.
- Develop and extend the core learning skills of inquiry and independent study.
- Contribute to students and parents understand that the school holds high expectations of students.

Complete homework plan with guidelines and requirements will be sent home and available during open house and conferences.

Grading:

S SATISFACTORY
(0-5 Zip Points)

I IMPROVEMENT NEEDED
(6-10 Zip Points)

U UNSATISFACTORY
(11 or more Zip Points)

- Grades 2 & 3 daily maximum accumulation of 2 points for classroom preparation and homework AND a maximum accumulation of 2 points for inappropriate behavior. 4 points may be given per day.
- Grade 4 will have a daily maximum accumulation of 3 points for classroom preparation and homework. There is no set limit on the point accumulation for inappropriate behavior.

CONSEQUENCES

Consequences will be administered according to the following point system. Points will be used to keep track of violations in grades 2-4. Points are cumulative for the quarter.
*The team includes: principal, classroom teacher, resource teacher.

5 points:
The student's teacher will talk to the student; notify him/her of his/her position in the behavior management process. This step is considered a warning. Parents will be notified in writing or by phone regarding the student's position on the student management process. Notification must be signed and returned by parents within a reasonable amount of time. The teacher will document the intervention.

10 points:
The team will meet with the student to discuss the student's position in the behavior management process. The team will inform the student that he/she will be assigned one hour of after school detention as a consequence. A detention notice and will be mailed to the parent/guardian along with a copy of the Zip Slip.

15 points:
The student will be called before the team of teachers to:

a) Explain his/her behavior
b) Call his/her parent in the presence of the team (A member of the team will also talk to the parent)
c) Two hours of after school detention will be assigned.
d) The team will document the intervention.

20 points:

a) The student is referred to the principal.
b) A conference will be held with the student, parent/guardian, counselor and the student's teachers. Every attempt will be made to have the conference prior to the student's return to class.
c) A contract will be drawn up.
d) The student will not be allowed to attend any special programs or field trips for the remainder of the quarter.
e) In school suspension may be considered at his time.
f) The intervention will be documented

30 points:

a) The Principal will notify the student's parents
b) 2 days of out-of-school suspension will be assigned
c) A meeting will be held between parents, teacher, and principal to discuss future consequences. Every attempt will be made to have the conference prior to the student's return to class.
d) Interventions will be documented.

Students who receive 0 zip points in a quarter will be eligible for a prize drawing will be held at the end of the quarter. Students who receive between 1 and 5 points will be eligible for a drawing for prizes of a lesser value than awarded for the 0 point drawing category. At the end of each quarter, students will return to zero points. Students who have received 0 points for the entire year will be eligible for a special drawing at the end of the year.

USE OF SCHOOL EQUIPMENT PROCEDURE

School equipment has been purchased for the primary purpose of the educational programs of the district and support of the School District facilities and grounds. Although there are times when equipment may be loaned, school educational needs will take precedence over all other requests. School District property should not be taken out of the building unless proper approval has been granted. Final authority rests with the Building Administrator, Technology Director, and Foreman of Buildings and Grounds

Reference ISD #2909 Policy #902 Use of School District Facilities and Equipment

TECHNOLOGY RESOURCE ACCEPTABLE USE POLICY

A copy of the *Technology Resource Acceptable Use Policy* will be sent home at the beginning of the year. Copies are also available on the district web site or may be obtained from the Franklin School Secretary (744-7709). **Students are not allowed access to school computers or devices until their signature page has been signed by both the student and a parent or guardian and returned to school.**

DISCRIMINATION

It is the policy of Independent School District #2909 not to discriminate on the basis of sex, race, creed, color or national origin in its educational programs, activities or employment policies as required by Title IX of the 1972 Educational Amendments. Inquiries regarding compliance with Title IX may be directed to the Principal's office or the Director of the Office of Civil Rights Department of Health, Education and Welfare, Washington D.C.

Reference ISD 2909 Policy Against Religious, Racial, and Sexual Harassment and Violence.

GRIEVANCE PROCEDURE

1. Any person who has a complaint alleging that the school district is not complying with this policy or alleging any actions prohibited by this policy shall present the complaint in writing with the reasons for such a complaint to Dr. Noel Schmidt, Superintendent of Schools.
2. The Superintendent shall investigate the complaint and determine whether the school district is in fact in violation of state or federal law prohibiting discrimination. A decision shall be communicated to the complainant within 15 days of the initial reception of the complaint.
3. If the Superintendent finds that the complaint is justified, she shall initiate action to rectify the complaint.
4. If the complainant is not satisfied with the finding of the superintendent, an appeal may be made to the Board of Education. The appeal must be requested in a written communication to the Superintendent of Schools no later than 15 days after receipt of the written decision of the designated official.
5. A hearing before the Board of Education shall occur no later than 30 days after receipt of a written request for such hearing. The complainant may testify and may request that others testify in the complainants behalf. The superintendent will present the findings of the investigation called for in Step B. the board shall reach a decision and notify the complainant of its findings no later than 15 days after the hearing.
6. If the complainant is not satisfied with the decision of the Board, an appeal may be made to the following office:

Commissioner of Human Rights
200 Capitol Square Building
St. Paul, MN 55101
(612) 296-5663

This document provides basic information to help parents/guardians make informed decisions that benefit their children, schools and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academic standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.
Students who do not participate will receive a score of "not proficient."

- Students who receive a college-ready score on the high school MCA are not required to take a remedial, non credit course at a Minnesota State college or university in the corresponding subject area.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.

School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The *Minnesota K–12 Academic Standards* are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3-8 and in high school in reading and

mathematics; given annually in grades 5, 8 and in high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do. Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state- required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating

in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our Statewide Testing page (education.state.mn.us > Students and Families > Statewide Testing).

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required ***each year*** *parents/guardians wish to opt the student out of statewide assessments.*

Date_____ This form is only applicable for the 20____ to 20____ school year

Students First Name_____ Middle Initial_____ Last Name_____

Students Date of Birth_____

Students School District_____ Students Grade_____

Please initial to indicate you have received and reviewed information about statewide testing.

_____I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the MDE website (Students and Families >Statewide Testing).

Reason for refusal: (Please complete)

_____

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____MCA/MTAS Reading _____MCA/MTAS Science
_____MCA/MTAS Mathematics _____ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-cr edit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____

ROCK RIDGE SCHOOL DISTRICT-GILBERT CAMPUS

STUDENT HANDBOOK

2020-2021

Todd Griepentrog, Principal
Denise Berry, Secretary
Tara Fierke, School Counselor

EVELETH-GILBERT (GILBERT CAMPUS) STUDENT HANDBOOK

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INTRODUCTION

DUE to the global COVID-19 Pandemic, items in this handbook are subject to change and many of the items pre-COVID have been purposefully left in this document. Please keep up to date, as changes may occur rapidly throughout the year. Rock Ridge School District has sent out information regarding the start of the school year and COVID-19 protocols and will also send periodic messages with updates and information as it changes.

This student manual should be used as a source of regulations, policies, and information for the student while attending Rock Ridge Schools, Nelle Shean and Junior High School. **Students should read the manual carefully, review it with their parents/guardians, and keep it as a reference.**

Students and parents are responsible for knowing and following the rules, regulations, policies, and procedures contained in this manual.

The rules, regulations, procedures, and articles described in this handbook have been established to create the best possible atmosphere for the education of all students. Your good use of this information will be to your advantage and will help the Gilbert Campus to continue to maintain the standards we have all come to expect. The importance of a good school record cannot be overemphasized. An excellent record in attitude, grades, attendance, citizenship, personality, and character should be every student's goal.

This handbook is not intended to represent a complete description of all district policies. A detailed description of all policies adopted by Rock Ridge ISD 2909 is accessible on the school district website. (www.rrps.org). A printed copy is available upon request.

This handbook may be changed or amended during the school year. Changes will be posted in the office of the Principal and relayed to the students by means of the Daily Bulletin. Any questions on the policies herein should be addressed to the Principal.

2020-2021
Eveleth-Gilbert Junior High School (7-8)

Class Schedule

Block 1	**8:05-9:34**	**(89)**
Block 2	**9:41-11:10**	**(89)**
Lunch	**11:10 -11:40**	**(30)**
Block 3	**11:44-1:13**	**(89)**
Block 4	**1:20-2:50**	**(89)**

Wednesday Early Out Schedule

Block 1	**8:05-9:19**	**(74)**
Block 2	**9:26-10:40**	**(74)**
Lunch	**10:40-11:10**	**(30)**
Block 3	**11:15-12:29**	**(74)**
Block 4	**12:36-1:50**	**(74)**

Nelle Shean Schedule 2020-2021 (5-6)

Students enter the building at 8:05 (Staggered)
(With Teacher Escort from Playground)

Class begins at	8:10
6th grade lunch	12:00 - 12:25
6th grade recess	12:25 - 12:55
5th grade recess	12:00 - 12:30
5th grade lunch	12:30 - 12:55
School dismissed	2:45 (1:45 Wednesdays)

Release times will be staggered by classroom

Eveleth-Gilbert Student Activity Calendar 2020-2021

Eveleth-Gilbert Schools 2020-2021 Activity Calendar part of the Rock Ridge School District

Aug 31, 2020	Monday	Teacher In-Service	Feb 11-12, 2021	Thur-Fri	State One Act
Sep 1, 2020	Tuesday	Teacher In-Service	Feb 15, 2021	Monday	NO SCHOOL Spring Break
Sep 2, 2020	Wednesday	Teacher In-Service	Feb 16, 2021	Tuesday	EGV JV Speech Invitational @ EGHS, 4 pm
Sep 3, 2020	Thursday	Teacher In-Service	Feb 18, 2021	Thursday	JH/SH Conferences Appointments Only, 3:30-7 pm
Sep 3, 2020	Thursday	Open House **3:30-5:30 (Franklin) 2:30-5:30 (Sr High) 3-6 (Gilbert)**	Feb 22, 2021	Monday	Orchestra gr. 5-8 Concert, 7 pm, VHS Aud.
Sep 7, 2020	Monday	Labor Day, No School	Mar 8-9, 2021	Mon-Tues	Section 7A Music Contest @ Mesabi East 8am-4pm
Sep 8, 2020	Tuesday	First Day of School	Mar 11, 2021	Thursday	Senior High Band/Orchestra/Choir Concert 7 pm EGHS
Sep 22, 2020	Tuesday	Senior High School Pictures (Retakes Nov. 5)	Mar 13, 2021	Saturday	EGV Varsity Speech Meet @ EGHS/Franklin
Oct 5-9, 2020	Mon-Fri	Homecoming Week	Mar 15, 2021	Monday	Conference comp day, no school
TBD	TBD	Gilbert Campus 5-8 School Pictures (Retakes Nov 14)	Mar 25, 2021	Thursday	End of Quarter 3
Oct 13, 2020	Tuesday	Franklin School Pictures (Retakes Nov. 19)	Mar 26, 2021	Friday	Teacher In-Service
Oct 15-16	Thurs-Fri	Education Conference, No School	TBD	Tuesday	ACT Test (Juniors and Seniors)
Oct 24, 2020	Saturday	Turnabout @ Eveleth Auditorium, Dinner at 6 pm	Mar 25-28, 2021	Thurs-Sun	VEG Spring Musical, Goodman Aud, 7pm (2pm on 28th)
Oct. 22-23, 25, 2020	Thurs, Fri, Sun	Senior High Fall Play (Thurs & Fri: 7 pm; Sunday: 1 pm)	Mar 29, 2021	Mon	Speech Sub 7A-2 North @ Cherry HS, 4:00 pm

TBD	TBD	Senior Financial Aid Night, starts 4:30 pm	Mar 30, 2021	Tuesday	SH Chamber Music Concert, 7 pm EGHS Media Center
Nov 5, 2020	Thursday	Senior High Picture Retakes	Apr 1-5, 2021	Thurs-Mon	NO SCHOOL Spring Break
Nov 6, 2020	Friday	End of Quarter 1	Apr 5-11, 2021	Mon-Sun	Florida Band Trip
Nov 9, 2020	Monday	Teacher In-Service Day	TBD	Tuesday	Makeup ACT Test
Nov 12, 2020	Thursday	JH/SH Conferences, 3:30-7 pm	Apr 15,17-18, 2021	Thur, Sat-Sun	EGV Spring Play, Boardman Auditorium, 7pm/2pm
Nov 9 & 11, 2020	Mon & Wed	Nelle Shean Conferences, 3:30-7 pm	Apr 16, 2021	Friday	Section 7A Speech, Marshall School Duluth, 3:00 pm
Nov 10 & 12, 2020	Tues & Thurs	Franklin Conferences, 3:00-7 pm Tues/3:00-6 Thurs	Apr 23-24, 2021	Fri-Sat	MSHSL State Speech
Nov. 9 & 10, 2020	Mon & Tue	Junior High Fall Play, 7 pm	May 1, 2021	Saturday	Prom
Nov 12, 2019	Thursday	Senior High Band and Choir Concert, 7 pm	May 4, 2021	Tuesday	Junior High Band and Choir Concert, 7pm
Nov 19, 2020	Thursday	Franklin Picture Retakes	May 7, 2021	Friday	Franklin Grades K-2 Spring Sing, 1:00 pm
Nov 26-27, 2020	Thurs-Fri	Thanksgiving, No School	May 10, 2021	Monday	Spring Orchestra Pops Concert gr. 5-12 @ VHS, 7 pm
Dec 1, 2020	Tuesday	Junior High Band and Choir Concert, 7 pm	May 14, 2021	Friday	Nelle Shean Spring Sing, 1:00 pm
Dec 2, 2020	Wednesday	11th Grade ASVAB Testing, HS Auditorium, 8:15 am	May 16, 2021	Sunday	Senior High Band and Choir Concert, 7 pm
Dec 3, 2020	Thursday	Orchestra Concert, grades 6-12 Gilbert Aud. 7 pm	May 17-21, 2021	TBD	Orientation for Incoming Freshman, Day TBD
Dec 11, 2020	Friday	Franklin Grades 3-4 Holiday Concert, 1:00 pm	May 17-21, 2021	TBD	Senior High Awards Program, Day/Time TBD
Dec 23-Jan 1	Wed-Friday	Winter Break, No School	May 26-27	Wed-Thurs	Franklin Track and Field K-2 (26th)-3 & 4 (27th)Make-up 28th
Jan 4, 2021	Monday	Classes Resume	May 27, 2021	Thursday	Memorial Day Program
Jan 18-22	Mon-Fri	Snow Week	May 21, 2021	Friday	Nelle Shean Track and Field (Tues May 26 Rain Date)
Jan 18, 2021	Monday	Teacher Inservice No School	May 31, 2021	Monday	Memorial Day, No School
Jan 22, 2021	Friday	End of Quarter 2/Semester 1	Jun 3, 2021	Thursday	End of Quarter 4/Semester 2, Last Day for Students
Jan 23, 2021	Saturday	Preview of Plays Festival @ EGHS Aud, 9-4:30 pm	Jun 4, 2021	Friday	Teacher In-Service
Jan 30, 2021	Saturday	One Act Subsections @ EGHS Aud, 9-4:30 pm	Jun 4, 2021	Friday	Graduation Ceremony, 7 pm
Feb 6, 2021	Saturday	One Act Sections @ Aitkin			

GILBERT CAMPUS STAFF/CONTACT LIST
VOICE MAIL/EMAIL

Dial into the District phone (218-744-2211) and put in the following extension number to leave a message for the instructor or staff member.

Name, Position	***Extension***	***Email address***
Bauman, Jeannine - FACS	6306/6308	jeannine.bauman@rrps.org
Belt, Natalie - 6th Grade	5107	natalie.belt@rrps.org
Berry, Dan - English	4002	dan.berry@rrps.org
Berry, Denise - Gilbert Campus Secretary	1800	denise.berry@rrps.org
Brunfelt, Amanda - 5th Grade	5112	amanda.brunfelt@rrps.org
Chad, Samantha - Health Services	1808	samantha.chad@rrps.org
Early Childhood Spec Ed (TBD)	5114	
Custer, Deb - Art	6302	deb.custer@rrps.org
- ECFE and SR 3's	5001	ecfe.sr@rrps.org
Fierke, Tara	1833	tarafierke@rrps.org
Forsman, Reida - Choir	6206	reida.forsman@rrps.org
Gibson, Josh - Math and Science	4201	josh,gibson@rrps.org
Griepentrog, Todd - Gilbert Campus Principal	1803	todd.griepentrog@rrps.org
Henderson, Robert - Special Education	5110	robert.henderson@rrps.org
Hoag, Mike - Maintenance/Transportation	1948	mike.hoag@rrps.org
Kemp, Angie - Math	4202	angie.kemp@rrps.org
Kunz, Dave - Social Studies	4100	david.kunz@rrps.org
LaLonde, Lori - 5th Grade	5111	lori.lalonde@rrps.org
Landwer, Stace - 6th Grade	5106	stace.landwer@rrps.org
Madden, Paul - Computers/Technology	6311	paula.madden@rrps.org
Nucech-Duesler, Crystal - School Readiness	5005	crystal.nucechduesler@rrps.org
- Title 1 5th and 6th	5102	
Rengo, Dave - Special Education	4102	avid.rengo@rrps.org
Rice, Jacob - English and Speech	4206	jacob.rice@rrps.org
Schriber, Shelley - 5th Grade	5101	michelle.schriber@rrps.org
Streier, Sean - Health and Phy Ed	4106/6309	sean.streier@rrps.org
Szumal, Kevin - Band and General Music	6202	kevin.szumal@rrps.org
Wilcox, Sheila - Orchestra	6201	sheila.wilcox@rrps.org
Zika, Leigh - Media Center	1836	lzika@rrps.org

DIRECT DIAL PHONE NUMBERS – JUNIOR HIGH

Athletic Office	744-7712	District Human Resource Secretary	744-7700
Band Office	744-7782	Media Center	744-7780
Bus Garage Eveleth	744-7748	Nursing Office	744-7776
Bus Garage Gilbert	744-7788	Gilbert Principal	744-7773
Business Office	744-7705	Gilbert Campus Office	744-7770
Counseling Office	744-7775	Superintendent	742-3901
Cafeteria	744-7777	Superintendent's Secretary	742-39000

General Information

Before and After School Hours

Due to COVID-19 we will ask that students do not arrive to campus before 7:45. Nelle Shean students can go to the playground as usual and JH students will wait at the front of the school and be invited in, once entering school, JH students will report to breakfast or directly to their block 1 class. 5th and 6th grade students will be escorted into the building when it is time to start school by their teacher. Breakfast will be available in the cafeteria beginning at 7:45 am. After school is released, students will be asked to leave the building and wait outside for rides or load the buses for departure. Parents, please do not enter the building unless you have an appointment scheduled. Call the main office at 744-7770 if you need assistance.

Eveleth-Gilbert Schools
Discipline

At the Gilbert Campus, as in any community, a system of rules is necessary for successful work and learning to take place and to ensure personal safety. It is crucial that students learn the school rules and understand the value and importance of staying respectful, both verbally and physically. We encourage students to accept and understand when they have made a poor choice or done something wrong, and accept the consequences for their behavior as part of their learning experience.

Students need to develop skills that will help them to become good citizens and community members. Included are a basic knowledge of personal rights and responsibilities, learning to resolve conflicts in appropriate ways and learning to make safe, healthy choices in their daily lives. It is important for students to learn to show common courtesy and respect to others. All students need to behave in a way that allows everyone, regardless of gender, race, disability, ethnicity, personal identity, and religious affiliation, to feel free of fear and intimidation. The consequences for misbehavior described in this regulation are designed to be fair, firm and consistent for all students in grades 5-8 in the Eveleth-Gilbert School District. They apply to the students while they are in school or any district building during regular school hours or at times they are attending district events outside the regular school day. They also apply while students are on any district property or in any district vehicle.

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

Behavior Expectations

Be Prompt and Prepared

1. Be on time
2. Bring the following to class on a daily basis:
    - Appropriate text(s)/other materials (example: gym clothes)
    - Notebook/folder
    - Pen/pencil
    - Daily planner (5th and 6th)
    - iPad (7th and 8th)
    - Completed assignments
    - A leisure reading book (accelerated reader)

Respect Authority

1. Listen to authority
2. Follow directions promptly
3. Accept responsibility for your behavior

Respect the Rights of Others

1. Use appropriate voices
2. Allow others to remain focused and on task
3. Allow the teacher to teach without disruption

Respect Property

Display a Concern for Learning

1. Remain on task (pay attention, work on assignments)
2. Allow others to remain focused and on task
3. Allow the teacher to teach without disruption

Display Appropriate Social Skills

1. Accept disagreement, criticism, and compliments gracefully
2. Display courtesy and kindness to everyone
3. Use appropriate language at all times

DISCIPLINARY ACTION OPTIONS (For full district policy on discipline, refer to School District Policy 506.)

Gilbert Campus School-Wide Discipline Plan

Our school's mission is to provide a healthy learning environment for all. Restorative discipline is crucial in promoting self-control, teaching responsibility, and guiding thoughtful choices.

Minor		Actions
Individual student behaviors are handled at the discretion of the classroom teacher OR the attending adult.		
• Inappropriate classroom behavior		**Step 1:** • Verbal reminder to the student of the expected behavior(s). **Step 2:** • Verbal reminder to the student of the expected behavior(s). • Consequences applied by teacher / staff. • Student complies / makes amends. **Step 3:** • Verbal reminder to the student of the expected behavior(s). • Home contact made by the teacher.
• Inappropriate footwear		
• Inappropriate hallway behavior		
• Incomplete coursework / classwork		
• Swearing (unintentional)		
• Teasing / name-calling		
• Unprepared for class		
Middle		**Actions**
Individual student behaviors are handled initially by the attending adult and are entered into Powerschool, but are referred to the administration if they become chronic.		
• Abuse / misuse of school property		**Step 1:** • Verbal reminder to the student of the expected behavior(s).
• Assembly behaviors		

• Cafeteria / playground behavior		• Parent contacted regarding behavior. **Step 2:** • Consequence applied by teacher / staff. **Step 3:** • Referral to administration.
• Cheating on classwork / coursework		
• Destruction of personal property		
• Disrespect teacher's personal space/desk		
• Inappropriate clothing		
• Inappropriate use of technology		
• Non-compliance		
• Pushing, shoving, personal contact		
• Tardy		
Major		**Actions**
Individual student behaviors are immediately referred to the administration.		
• Bullying / fighting / intimidation		**Step 1:** • Referral to administration. • Home contact made by administration. **Step 2:** • Meeting with parents. • Written apology to offended parties. **Step 3:** • In / Out of School Suspension. **Step 4:** • Reentry meeting with administration. **Law enforcement may be contacted at the discretion of the administration.**
• Bus behaviors		
• Cheating on assessments		
• Discrimination		
• Disrespect to staff		
• Disruption to educational environment		
• Inappropriate representation of school (field trips, athletics, performances, etc.)		
• Leaving campus without permission		
• Sexual behavior / sexual harassment		
• Theft		
• Tobacco / vaping / drugs / alcohol		
• Vandalism-damage of property		
• Weapons		
NOTE: The school administration reserves the right of expediting the disciplinary process pending circumstances.		

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 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:

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
C. Parent contact;
D. Parent conference;
E. Removal from class;
F. In-school suspension;
G. Suspension from extracurricular activities;
H. Detention or restriction of privileges;
I. Loss of school privileges;
J. In-school monitoring or revised class schedule;
K. Referral to in-school support services;
L. Referral to community resources or outside agency services;
M. Financial restitution;
N. Referral to police, other law enforcement agencies, or other appropriate authorities;
O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
P. Out-of-school suspension under the Pupil Fair Dismissal Act; 506-8
Q. Preparation of an admission or readmission plan;
R. Saturday school;
S. Expulsion under the Pupil Fair Dismissal Act;
T. Exclusion under the Pupil Fair Dismissal Act; and/or
U. Other disciplinary action as deemed appropriate by the school district.

CAFETERIA INFORMATION

Breakfast is served daily in the cafeteria at 7:45 AM. Junior High students may eat breakfast but must be in class by 8:05 AM, Nelle Shean students need to finish breakfast by 8:10 AM.

Lunch is served daily in the cafeteria. Cost for the meal is $2.60 for 5th/6th grade and $2.70 for 7th/8th grade. Free and reduced lunches are also available to qualified students. Applications have been mailed home to all families. If you need an additional form, please have your student pick one up in the office.
Food is not to be taken out of the cafeteria unless approved by the principal. Ala carte items may be sold in the cafeteria on a limited basis (Friday's only for Nelle Shean). Only with the cooperation of all students can we keep the corridors neat and orderly in appearance. Students are to eat in the cafeteria during lunch hour, except for lunch detention. Students are not to eat lunch in classrooms, corridors, stairways, or the Media Center, unless you're with a supervisor/teacher.

CAFETERIA BEHAVIOR

All students must remain in the school cafeteria during their lunch period, unless given permission to leave. Students are not to be wandering the halls during their lunch period. Classes are in session for the other grades. (Social Distancing will be practiced, please follow traffic flow signs and be seated if you are not in line or throwing away trash) (You must only sit at marked locations, no exceptions)

All students are expected to follow these rules:

- Respectful behavior is expected at all times.
- Follow the directions of the cafeteria supervisors.

- Be on time.
- Talk quietly.
- Be respectful of others in the food lines.
- No throwing food or objects.
- Clean up your table.
- Place all trash in the proper receptacles.
- Keep hands, feet, and objects to self.
- Get permission to use the restroom or telephone from the lunchroom supervisors.
- All other school rules apply to the cafeteria as well. Electronics are not allowed in the cafeteria.

Food and Drinks in Classrooms

Food items and beverages other than water are not allowed in the hallways, classrooms, computer labs, or Media Center! Teachers may give special permission on occasion. Students may need to eat in classroom spaces to help maximize our space in the cafeteria during the COVID-19 Pandemic.

Bus Transportation of Students

1. The bus driver has complete authority on the bus. Follow all COVID-19 Protocols on the bus.
2. The school bus does not stop, nor does it wait for students who are not out at their designated school bus pick up location. Students who miss their bus through their own negligence must find their own transportation to or from school.
3. Students must ride their assigned bus to and from school unless administrative approval is granted. A written request must be made by a parent and the office must sign the request.
4. Students must board and leave their bus at the location designated by the district.
5. Permanent changes to bus transportation (i.e. moving or change in before/after school care) must be made at least one week in advance by filling out a Transportation Change Request Form. Forms are available online or by contacting the office.

District Policy: Bus drivers will report serious and/or continued violations to the administration. Parents or guardians will be notified by letter. Transportation may be denied a student by school authorities for repeated or flagrant violation of bus rules. **NOTE: All School District Policies remain in effect while riding a school bus.**

Student Counsel and Nelle Shean Ambassadors. Student Council and Nelle Shean Ambassadors will be active student leadership groups in our school. Please consider applying to become a member. Listen for details during our daily announcements and from our teachers.

Attendance Policy

Tracking Attendance

Students in grades 5-12 are assigned the following attendance codes. Parents should check PowerSchool frequently to make sure their child is attending all classes regularly and on time.

A	Absent Excused: parent has contacted the school and the absence was excused by school staff
T	Tardy: student was late arriving for class
S	School Activity: no note is required, student was absent with school group or team
M	Medical: Student was at an appointment or absence was excused by professional office
U	Unexcused Absence: parent contacted school, absence was determined unexcused by school staff
X	TRUANT: Student is absent, no communication from home regarding absence
I	ISS: Student was assigned In School Suspension
O	OSS: Student was assigned Out of School Suspension
H	Homebound: student is receiving homebound instruction deemed necessary by school
R	Religious Release: student is at religious event

A parent or guardian must call the school or send a note when a student is absent. We prefer a phone call the day of the absence but will accept a call or note the following day. **A student has 1 day after their return to bring in a note or the absence will be unexcused.** The office will not call home upon the student's return to clear the absence. It is the responsibility of the student and family to clear absences.

Excessive absences, whether excused or unexcused, cause significant disruption and academic hardship. Students who accumulate 5 absences (see codes above: A, U, or X are counted in this total) over the course of a term will be sent a letter reminding their families of the importance of school attendance. Students who are absent for 10 or more days (A, U, or X) in the year will be sent a letter that indicates a doctor's note or principal permission is required to excuse any further absences. We strongly recommend acquiring a doctor's note whenever possible in order to minimize the accumulation of these 10 absences. Any absence with documentation from a medical, dental, or mental health professional is marked "M" for Medical and does not count towards the total that trigger the absence letters. (For online students, attendance will be kept and counted, full participation of online activities and class meetings is expected)

Students who accumulate more than 7 **unexcused** absences (X or U) will be referred to the Multi-Agency Truancy Review Team. **At the secondary level, absences accumulate per class period, not just per day.** This means that a student who is absent unexcused for one or more class periods on 7 different days may be referred for Truancy Review Services.

Students will have 2 days to make up any missed work for every 1 day of excused absence. At that time, the assignment would be considered late and individual classroom late work policies will apply.

EXCUSED/UNEXCUSED TARDY

Being on time and ready for class is important. Students who are tardy for class will receive a tardy. Any tardy that is more than 10 minutes late will be counted as a missed class period and will have to be made up in detention. Examples of **excused** tardies: doctor or dentist appointment, illness, court appearance. **Examples of unexcused tardies: missed bus, overslept, transportation trouble, parent or ride was late.** Even if a parent writes a note, these excuses may be considered **unexcused**. Students are allowed one "free" morning tardy per term. Following that, any student who is late for school will have to make up any and all missed class periods in detention.

STUDENT ADMITS/CLEARING ABSENCES

Upon returning to school after an absence, students must report to the office to clear the absence. Parents may call in the day of the student's absence to report the absence or send a note the day of their return to school.

OUT-OF-THE-BUILDING PASSES/SIGNING OUT

To leave the school during the school day, a student must have a parent/guardian phone the request into the school office. Students leaving the building without signing out will be considered truant. Reasons to leave the building, but not limited to: court appearances, probation visits, dentist and clinic appointments, church participation activity, family emergencies, funerals, and illness during the day.

DAILY BULLETIN

Events of the day will be printed in the daily bulletin which is read to students and staff. It is posted on PowerSchool and, on the bulletin board at the canopy entrance and the cafeteria hallway bulletin board.

HALL PASSES

Students must have a signed yellow hall pass from a teacher or the office when they go from place to place in the building during the day, unless they are under the direct supervision of a teacher. This includes passes to the Media Center and school nurse. (We will not be using paper passes during this year and we will limit all hallway traffic as much as possible)

School Health Services

The Health Office is located in the Gilbert Office and is staffed by a nurse. The Health Service nurse is trained in CPR and First Aid. Students with special health problems should notify the school office and the nurse. Students are to report to the Nurse's Office if they are ill with a pass from their teacher. Students must go to the nurse's office for evaluation and a phone call to their parents before being sent home. Students must check out of the office if leaving school at any time. **Students may not call home to leave without first checking in and getting approval from the nurse or the office.** (We have a designated waiting room for students who are ill and have symptoms of COVID-19)

Medication Policy

Students may not have any over the counter or prescription medication with them at any time. If a student may need medication at some point, a parent or guardian must fill out a "Consent for Administration of Medication During School Hours" to be kept on file with the nurse. The medication, whether prescription or over the counter, MUST be in its original bottle and must have the student's full name either on a prescription label or written on the over the counter bottle. The medication will then be kept in the office for dispensation as needed. Parents/guardians are responsible for providing and refilling medication.

School Lockers

School lockers may be assigned to 5th and 6th graders as needed. Junior High students will be expected to carry their items with them throughout the day in a backpack and water bottles are encouraged as water fountains will not be available. We do have one bottle filling station for student use.

Students and parents should familiarize themselves with the district policy relating to the search of student lockers located on the rrps.org website, under District Information, Policies. (See School District Policy 502)

Cheating

Cheating on tests or assignments as determined by the classroom teacher will result in a zero for the particular assignment. Repeating offenses will result in further disciplinary action and possible failure for the quarter. Parents will be notified for each offense.

iPads

Junior High Students will be using their iPads to access course material through Schoology, organize assignments and calendars. They are required to have their iPad with them, charged for use, at all times. Students are required to follow all guidelines set forth in the iPad Handbook and Technology Acceptable Use Policy, whether on or off school grounds, when using the district owned iPad.

Public Parking

No public vehicles may be in the bus pull through near the canopy entrance at any time unless you are dropping off a handicapped passenger. There are bus runs all day and this space is needed for student loading at all times. There are parking lots on either end of the building and on nearby streets. Please follow signs for drop off and pick up. Many students will be transported by parents this year and your patience and understanding is much appreciated!

CELL PHONES/OTHER ELECTRONIC DEVICES

Technology is a part of life for many students and adults. However, their usage necessitates some rules in order to ensure that the environment of the school is not negatively affected. For that reason, technology use is allowed at lunch, during passing periods unless it becomes a tardy/truancy concern, before school, and after school. Cell phone use during class is determined by each individual teacher, which typically means it is allowed for educational purposes only. Cell phone usage is not allowed during lockdowns or fire drills. Students are not allowed to take pictures or videos of any student or staff member without the express written consent of all parties involved. We reserve the right to take devices away at any time for inappropriate use. Parents may be asked to pick up devices if needed.

Electronic video devices in any locker room is strictly forbidden. Student privacy needs to be maintained at all times. Penalties for non-compliance of this rule will be enforced.
This includes iPads, cell phones, and any other electronic device with photographic or video capabilities. In the event that the supervisor has the ability to place the devices in a locked cabinet upon entering the locker room, the devices must be secured and locked immediately.

APPOINTMENTS WITH SCHOOL PERSONNEL

Anyone desiring a conference with a staff member or a conversation regarding the progress of their son/daughter should call the instructor and leave a voicemail message. You may call 744-2211, and then enter the teacher's 4-digit voicemail number, listed on page 5, to leave a message. You may contact the office if for any reason the instructor fails to return your call in a timely manner.

SCHOOL DANCES

To attend any school sponsored dances or parties, a student may not have any outstanding disciplinary consequences, including detentions that have not been served. All other infractions will follow the district wide discipline policy for length of that violation. We do not allow visitors to dances. Only currently enrolled Eveleth-Gilbert 7th and 8th graders will be allowed entrance.

DRESS CODE

The Gilbert campus follows school dress code policy. Any student found to be in violation of this policy will be asked to change and may call home to request a change of clothing if necessary.

The following is from our district Student Dress and Appearance Policy (504):

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to encourage students to be dressed appropriately for school and school related activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

A. Appropriate body markings and clothing at school and school related activities includes, but is not limited to, the following:
   1. **Clothing appropriate for the weather**.
   2. Clothing or footwear (flip-flops) that does not create a health or safety hazard.
   3. Clothing appropriate for the activity (i.e., physical education or the classroom).

B. Inappropriate body markings and clothing at school and school related activities includes, but is not limited to, the following:
   1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
   2. Pants/shorts/skirts that do not fit around the waist, are not belted, are torn above the mid-thigh or drags on the floor.
   3. Clothing, face paint, or markings to the body with words or visuals that are sexually suggestive, lewd, vulgar, obscene, profane, abusive, degrading, or discriminatory.
   4. Apparel or markings to the body promoting the use of drugs, alcohol, tobacco, or other products or activities that are illegal for use by minors.
   5. See-through or sexually suggestive apparel which exposes the body in an inappropriate/suggestive manner.
   6. Underwear that is visible.
   7. **Pajamas**, unless part of a school approved activity. ***(Pajama pants are NOT allowed, even though they may be sold in the regular clothing department.)***
   8. Strapless and/or backless dresses or tops. Tank, tube, or halter tops or dresses. Dresses or tops with spaghetti straps, **plunging necklines**, or those which bare midriffs, any other similar clothing items which could be distracting or disruptive to the educational process.
   9. Dresses/skirts/shorts that do not reach past mid thigh. Slits in dresses and skirts that are higher than mid-thigh. *(The Junior High definition of mid-thigh is slightly lower than the end of the fingertips when arms are hanging at side.).*
   10. Headgear, including **hats, bandanas, hoods, and sunglasses**.
   11. Gang-related apparel, clothing, jewelry, insignia, colors, paraphernalia, face painting, or materials worn or carried on campus or at school-sanctioned activities.
   12. Spiked and long chain-linked jewelry. Electronic equipment (such as cell phones, MP3 players, hand-held video games, etc.) that are carried during the school day, as per the student handbooks.
   13. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals.
   14. Any apparel or footwear that would damage school property.

C. Hats are not allowed in the building except with the approval of the building principal (i.e., student undergoing chemotherapy; medical situations, school activity).

III. PROCEDURES

A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications, use clothing in the nurse's office, bear den clothing closet, or a parent/guardian may be asked to bring in alternative clothing. Uncooperative students will receive progressive discipline as outlined in the Gilbert Campus School Wide Discipline Plan. Parents/guardians will be notified.

B. Headgear, inappropriate accessories, and electronic equipment, worn or carried, may be confiscated by the teacher for the entire school day. On the first offense; parents may be called to retrieve items.

C. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.

D. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendations to the administration for approval.

For a full copy of the policy, please refer to the district website. This handbook includes portions of the full policy.

I. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber bullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

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

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506).
The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

II. DEFINITIONS

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

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

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyber bullying as defined in this policy.

B. "Cyber bullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

III. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

IV. SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students, or others, pending completion of an investigation of the

bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

V. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

COUNSELING AND ACADEMIC INFORMATION

COUNSELING AND GUIDANCE

The Gilbert Campus School Counselor will be available at the school on a full time basis. The counselor may also be reached by email and voicemail. Take care of your counseling or scheduling questions prior to the start of school, during lunch period, or between classes and make sure they are taken care of well in advance of a deadline. You may reach the counselor by phone/voice mail at 744-7775.

SCHEDULE CHANGES

Schedule Change Policy for the 2019-2020 school year is as follows:
Students will be held to their registration choices that were made during the scheduling process during the last school year. No changes will be allowed except for the following reasons:

- The student has a written doctor's excuse and cannot take the class.
- The student has been accepted into a special program.
- An error has been made by the school.

Notice: Any student who drops a course after the first or third term will receive an F for the course.

POWERSCHOOL

Parents may access their son/daughter's grades, attendance, homework, etc. through the PowerSchool Program. Log on to www.rrps.org and click on the PowerSchool icon. Passwords will be given out at the beginning of the school year. Parents/guardians may also call the office to request their password. Log in information and passwords will ONLY BE GIVEN TO THOSE WITH LEGAL GUARDIANSHIP OR CUSTODY of the child.

REPORT CARDS

Report cards will be prepared four times a year. Students in grades 5 and 6 will be bringing home a copy of their report cards. The report cards will be available online through the Parent Portal of PowerSchool for everyone. **Paper report cards will not be printed and mailed home for 7th and 8th graders**. If parents or legal guardians do not have access to the internet, they may request that paper report cards be mailed home for the year. You only need to make this request once per year. If you would like to cancel the request, please contact the office. Midterm deficiency notices will **NOT** be mailed home. It is the responsibility of the parent or guardian to check PowerSchool.

FAILURES

If a student fails a core class, he/she may be required to repeat that class the following year. Students who fail multiple core courses over the school year may be required to repeat the entire grade.

GRADE POINT AVERAGE COMPUTATIONS

Grades in all subjects are used to determine the student's grade point average. Grade Point Average (GPA) equals the total number of points divided by the total number of courses.

JUNIOR HIGH HONOR ROLL

The Exemplary (4.0 GPA), A Honor Roll (3.6 to 3.99 GPA) and B Honor Roll (3.0 to 3.59 GPA) exist for the purpose of giving recognition to those students who do exceptionally well in their academic work. The Gold (3.6 and above GPA) and Silver (3.0 GPA) Honor Rolls exist for the purpose of giving recognition to those students who do exceptionally well in their academic work.

Grade Point Limitations

1. No student will be placed on the Honor Roll who receives and "F" in **any** subject.

TECHNOLOGY RESOURCE ACCEPTABLE USE POLICY AND IPAD HANDBOOK

A copy of the *Technology Resource Acceptable Use Policy* is available on the school district website. iPad Handbooks are also available on the district web site or may be obtained from the Gilbert Campus secretary (744-7770). **Students are not allowed access to school computers or devices until their signature pages have been signed by both the student and a parent or guardian and returned to school.**

EVELETH-GILBERT JUNIOR HIGH SCHOOL MEDIA CENTER

MISSION STATEMENT

The mission of the Eveleth-Gilbert Campus Media Center is to provide a learning environment with diversified materials and resources to support the curriculum and to promote lifelong learning and literacy. Through interaction and cooperation with faculty, students will learn how to retrieve, interpret and synthesize information from a variety of sources to meet their individual needs.

HOURS

The Media Center is open from 7:45 AM – 3:20 PM. This schedule may vary depending on faculty meetings and other events scheduled as needed. Students who need to use the Media Center beyond these hours must make special arrangements in advance with Media Center personnel.

SERVICES

1. The print collection includes approximately 16,000 books and numerous subscriptions to current magazines.
2. Online resources include Internet access, access to the library catalog, and several other subscription research databases.
3. The non-print collection includes a variety of videotapes, DVDs, books on CD, and five Nook e-readers for student use.
4. Lamination, video and DVD production and duplication, letter making machines, book binding and many other production services are available upon request.
5. Software on various computers is available for word processing, creating databases, spreadsheets, and other computer generated presentations.

STUDENT ACCESS TO THE MEDIA CENTER

Individual students or students in small groups may use the Media Center from classes with permission from an instructor.

Individual instructors will arrange class use of the Media Center in advance.

Students are also encouraged to make use of the Media Center before school, during the lunch break, between classes and after school.

ORIENTATION AND POLICIES

Students will receive in-depth instructions and information on Media Center use, services and policies, through scheduled sessions arranged through a classroom teacher sometime at the beginning of the school year. Students will be notified of new services and materials on an ongoing basis as needed.

Students using the Media Center are expected to: Follow all Covid-19 protocols

1. Observe school rules regarding attire, food and beverages, mp3 players, cell phones, etc.
2. Display appropriate behavior, which is non-disruptive to others in the area.
3. Show proper respect for other persons and property, school district materials, equipment, furniture and supplies.
4. Follow other procedures for checking out and returning materials.
5. Use computers with complete knowledge and understanding of school district policies.

Disrespectful or disturbing behavior or abuse of materials or equipment will not be tolerated. Students will be verbally warned and may be temporarily restricted from using the Media Center as a consequence for misbehavior.

Parent/Guardian Guide to Statewide Testing

This document provides basic information to help parents/guardians make informed decisions that benefit their children,

schools and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academic standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.
Students who do not participate will receive a score of "not proficient."

- Students who receive a college-ready score on the high school MCA are not required to take a remedial, non credit course at a Minnesota State college or university in the corresponding subject area.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.

School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The *Minnesota K–12 Academic Standards* are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3-8 and in high school in reading and mathematics; given annually in grades 5, 8 and in high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do. Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state- required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our Statewide Testing page (education.state.mn.us > Students and Families > Statewide Testing).

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date_____ This form is only applicable for the 20____ to 20____ school year

Students First Name_____ Middle Initial_____ Last Name_____

Students Date of Birth_____

Students School District_____ Students Grade_____

Please initial to indicate you have received and reviewed information about statewide testing.

_____I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the MDE website (Students and Families >Statewide Testing).

Reason for refusal: (Please complete)

_____

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____MCA/MTAS Reading _____MCA/MTAS Science
_____MCA/MTAS Mathematics _____ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-cr edit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____

ROCK RIDGE SCHOOL DISTRICT

EVELETH-GILBERT SENIOR HIGH
STUDENT HANDBOOK
2020-2021

Angie Williams, Principal
Laura Tassoni, Secretary
Charles Pillsbury, School Counselor

EVELETH-GILBERT SENIOR HIGH STUDENT HANDBOOK

- Introduction
  - Daily Schedule
- Senior High Faculty
- Student Activity Calendar
- General Information
  - Before and After School Hours
  - Cafeteria Information
  - Food and Drinks in Classrooms
  - Out-of-the-Building Passes/Signing Out
  - Hall Passes
  - School Dress Code
  - Public Displays of Affection
  - Attendance Policy
  - Student Admits/Clearing Absences
  - Daily Bulletin
  - School Health Services
  - School Lockers and School Assigned Locks
  - Parking Lot
  - Courtesy Phone
  - Cell Phones/iPads/Other Electronic Devices
  - Appointments with School Personnel
  - Dances
- Extracurricular Activities
- Academic Eligibility
- Student Fees for Athletic Participation; Season and Individual Tickets for Athletic Events
- Counseling and Academic Information
  - Counseling and Guidance
  - Students' Future Plans
  - ACT and SAT Test Dates
  - Schedule Changes
  - Graduation Policy
- Students Expecting to Graduate
  - Academic Progress Procedure
  - Failures
  - EGHS/Northland Learning Center Night (After School) and Summer School Program
  - Grade Point Average Computation
  - Honor Roll System
  - Mid-Term Grades and Quarter Grades
  - Concurrent Enrollment
  - Eligibility for Concurrent Enrollment (CEP) College Courses
  - Post Secondary Enrollment Options
  - Vocational and Orchestra Classes
- Study Halls
- Eveleth-Gilbert High School Media Center
  - Mission Statement
  - Hours
  - Services
  - Student Access to the Media Center
  - Technology Resource Acceptable Use Policy
  - Bullying Prohibition Policy
  - Reporting Procedure
  - Retaliation or Reprisal
  - Parent Refusal for Students Participating in Statewide Assessments

DUE to the global COVID-19 Pandemic, items in this handbook are subject to change and many of the items pre-COVID-19 have been purposefully left in this document. Text that has a strikethrough is text pre-COVID-19. Please keep up to date, as changes may occur rapidly throughout the year. Rock Ridge School District has sent out a Back to School Guide regarding the start of the school year and will also send periodic messages with updates and information as it changes.

To: Students/Parents/Guardians:
The student manual should be used as a source of regulations, policies, and information for the student while attending Eveleth-Gilbert Senior High. Students should read the manual carefully, review it with their parents/guardians, and keep it as a reference.

Students are responsible for knowing and following the rules, regulations, policies, and procedures contained in this manual and on the district website.

The rules, regulations, procedures, and articles described in this handbook have been established to create the best possible atmosphere for the education of all students. Your good use of this information will be to your advantage and will help Eveleth-Gilbert High School continue to maintain the standards we have all come to expect. All students should remember that they can write their high school record but once, and, once written, that record cannot be changed. The importance of a good high school record cannot be overemphasized. An excellent record in attitude, grades, attendance, citizenship, personality and character should be every student's goal.

This handbook is not intended to represent a complete description of all district policies. A detailed description of all policies adopted by ISD 2909 is accessible on the main website. (www.rrps.org). A printed copy is available upon request.

This handbook may be changed or amended during the school year. Changes will be posted in the office of the Principal and relayed to the students by means of the Daily Bulletin. Any questions on the policies herein should be addressed to the Principal.

The block schedules below are being implemented due to the COVID-19. Students will have four (4) 89 minute classes M, T, Th and F and four (4) 74 minute classes on early release (Wednesday). This reduces cross contamination and makes it easier if we are forced to switch to hybrid or distance learning.

DAILY SCHEDULE
M, T, Th, F

Block 1 8:15-9:44 (89)
Block 2 9:51-11:20 (89)
Block 3 11:27-1:29 (122)
Group A
11:27-12:00 Lunch (33)
12:00-1:29 Class (89)
Group B
11:27-12:17 Class (50)
12:17-12:50 Lunch (33)
12:50-1:29 Class (39)
Block 4 1:36-3:05 (89)

EARLY RELEASE
Wednesday

Block 1 8:15-9:29 (74)
Block 2 9:36-10:50 (74)
Block 3 10:57-12:44 (107)
Group A
10:57-11:30 Lunch (33)
11:30-12:44 Class (74)
Group B
10:57-11:37 Class (40)
11:37-12:10 Lunch (33)
12:10-12:44 Class (34)
Block 4 2:51-2:05 (74)

Dial into the District phone (744-2211) and put in the following extension number to leave a message for the instructor.

Bauman, Jeanine - 6306 JH/1144 HS	FACS	jeannine.bauman@rrps.org
Boe, Elisa- 1153	English/REACH	elisa.boe@rrps.org
Brainard, Paul- 6096	Physical Education/Special Education	paul.brainard@rrps.org
Burritt, Kevin - 1324	Social Studies	kevin.burritt@rrps.org
Chad, Christopher - 1127	Math	chris.chad@rrps.org
Custer, Deborah – 1006	Art	deborah.custer@rrps.org
Deedrick, Rebekah - 1224	Special Education/History	rebekah.deedrick@rrps.org
Ellefson, Susan - 1231	Social Studies/Post Secondary Planning	susan.ellefson@rrps.org
Forsman, Reida - 6206	Vocal Music	reida.forsman@rrps.org
Gritzmacher, Jack – 1238	English	jack.gritzmacher@rrps.org
Hinrichs, Robert – 1141	Health/Physical Education	robert.hinrichs@rrps.org
Honkola, Craig – 6203	Industrial Technology (Woods)	craig.honkola@rrps.org
Krebs, Aimee – 1322	Social Studies	aimee.krebs@rrps.org
Larson, Cathy – 1323	Spanish	catherine.larson@rrps.org
Menze, Orlend – 6203	Industrial Technology (Small Engines)	orlend.menze@rrps.org
Peshel, Tara – 1154	Math	tara.peshel@rrps.org
Pillsbury, Charles -1908	School Counselor	charles.pillsbury@rrps.org
Scott, JoJo –1912	Activities Director	jojo.scott@rrps.org
Strasser, Tim – 1145	Science	tim.strasser@rrps.org
Szumal, Kevin – 1926	Band	kevin.szumal@rrps.org
Tassoni, Laura –1906	Secretary	laura.tassoni@rrps.org
Ufford, Todd - 1147	Science	todd.ufford@rrps.org
Walls, Donna - 1221	English	donna.walls@rrps.org
Wilcox, Sheila - Virginia	Orchestra	sheila.wilcox@rrps.org
Williams, Angie - 1907	Principal	angie.williams@rrps.org
Zasadni, Deb - 1925	Media Center	debra.zasadni@rrps.org

Direct Dial Phone Numbers – EG Senior High and Virginia Offices

Athletic Office	744-7712	Supt. Secretary	742-3901
Band Office	744-7726	Media Center	744-7725
Bus Garage Eveleth	744-7748	Nursing Office	744-7711
Bus Garage Gilbert	744-7788	H.S. Principal	744-7707
Business Office	744-7705	H.S. Secretary	744-7706
Counseling Office	744-7708	Superintendent	742-3900

Eveleth-Gilbert Schools 2020-2021 Activity Calendar

Activity Calendar Subject to Change due to COVID-19

Aug 31, 2020	Monday	Teacher In-Service	Feb 11-12, 2021	Thur-Fri	State One Act
Sep 1, 2020	Tuesday	Teacher In-Service	Feb 15, 2021	Monday	NO SCHOOL Spring Break
Sep 2, 2020	Wednesday	Teacher In-Service	Feb 16, 2021	Tuesday	EGV JV Speech Invitational @ EGHS, 4 pm
Sep 3, 2020	Thursday	Teacher In-Service	Feb 18, 2021	Thursday	JH/SH Conferences Appts Only, 3:30-7 pm
Sep 3, 2020	Thursday	Open House	Feb 22, 2021	Monday	Orchestra gr. 5-8 Concert, 7 pm, VHS Aud.
Sep 7, 2020	Monday	Labor Day, No School	Mar 8-9, 2021	Mon-Tues	Section 7A Music Contest @ ME 8am-4pm
Sep 8, 2020	Tuesday	First Day of School	Mar 11, 2021	Thursday	SH Band/Orchestra/Choir Concert 7 pm EGHS
Sep 22, 2020	Tuesday	SH Pictures (Retakes Nov. 5)	Mar 13, 2021	Saturday	EGV Varsity Speech Meet @ EGHS/Franklin
Oct 5-9, 2020	Mon-Fri	Homecoming Week	Mar 15, 2021	Monday	Conference comp day, no school
TBD	TBD	5-8 School Pictures (Retakes Nov 14)	Mar 25, 2021	Thursday	End of Quarter 3
Oct 13, 2020	Tuesday	Franklin School Pictures (Retakes Nov. 19)	Mar 26, 2021	Friday	Teacher In-Service
Oct 15-16	Thurs-Fri	Education Conference, No School	TBD	Tuesday	ACT Test (Juniors and Seniors)
Oct 24, 2020	Saturday	Turnabout@Eveleth Auditori, Dinner at 6	Mar 25-28, 2021	Thurs-Sun	VEG Musical, Goodman Aud, 7pm (2pm on 28th)
Oct. 22-23, 25	Thurs, Fri, Sun	Fall Play (Th & Fri: 7pm; Sunday: 1 pm)	Mar 29, 2021	Mon	Speech Sub 7A-2 North @ Cherry HS, 4:00 pm
TBD	TBD	Senior Financial Aid Night, starts 4:30 pm	Mar 30, 2021	Tuesday	SH Chamber Music Concert 7 EGHS Media Center
Nov 5, 2020	Thursday	Senior High Picture Retakes	Apr 1-5, 2021	Thurs-Mon	NO SCHOOL Spring Break
Nov 6, 2020	Friday	End of Quarter 1	Apr 5-11, 2021	Mon-Sun	Florida Band Trip
Nov 9, 2020	Monday	Teacher In-Service Day	TBD	Tuesday	Makeup ACT Test
Nov 12, 2020	Thursday	JH/SH Conferences, 3:30-7 pm	Apr 15,17-18	Th, Sat-Sun	Spring Play, Boardman Auditorium, 7pm/2pm
Nov 9 & 11, 2020	Mon & Wed	Nelle Shean Conferences, 3:30-7 pm	Apr 16, 2021	Friday	Section 7A Speech, Marshall School Duluth, 3:00
Nov 10 & 12, 2020	Tues & Thurs	K-4 Conferences, 3-7 pm Tues/3-6 Thurs	Apr 23-24, 2021	Fri-Sat	MSHSL State Speech
Nov. 9 & 10, 2020	Mon & Tue	Junior High Fall Play, 7 pm	May 1, 2021	Saturday	Prom
Nov 12, 2020	Thursday	Senior High Band and Choir Concert, 7 pm	May 4, 2021	Tuesday	Junior High Band and Choir Concert, 7pm
Nov 19, 2020	Thursday	Franklin Picture Retakes	May 7, 2021	Friday	Franklin Grades K-2 Spring Sing, 1:00 pm
Nov 26-27, 2020	Thurs-Fri	Thanksgiving, No School	May 10, 2021	Monday	Orchestra Pops Concert gr. 5-12 @ VHS, 7 pm
Dec 1, 2020	Tuesday	Junior High Band and Choir Concert, 7 pm	May 14, 2021	Friday	Nelle Shean Spring Sing, 1:00 pm
Dec 2, 2020	Wednesday	11th Grade ASVAB Testing	May 16, 2021	Sunday	Senior High Band and Choir Concert, 7 pm
Dec 3, 2020	Thursday	Orchestra Concert, 6-12 Gilbert Aud. 7	May 17-21, 2021	TBD	Orientation for Incoming Freshman, Day TBD
Dec 11, 2020	Friday	Grades 3-4 Holiday Concert, 1:00 pm	May 17-21, 2021	TBD	Senior High Awards Program, Day/Time TBD
Dec 23-Jan 1	Wed-Friday	Winter Break, No School	May 26-27	Wed-Thurs	Track & Field K-2 (26th)-3-4 (27th)Make-up 28th
Jan 4, 2021	Monday	Classes Resume	May 27, 2021	Thursday	Memorial Day Program
Jan 18-22	Mon-Fri	Snow Week	May 21, 2021	Friday	NS Track and Field (Tues May 26 Rain Date)
Jan 18, 2021	Monday	Teacher Inservice No School	May 31, 2021	Monday	Memorial Day, No School
Jan 22, 2021	Friday	End of Quarter 2/Semester 1	Jun 3, 2021	Thursday	End of Quarter 4/Semester 2
Jan 23, 2021	Saturday	Preview of Plays Fest @ EGHS Aud, 9-4:30	Jun 4, 2021	Friday	Teacher In-Service
Jan 30, 2021	Saturday	One Act Sub-Sections @ EGHS Aud, 9-4:30	Jun 4, 2021	Friday	Graduation Ceremony, 7 pm

General Information

All school information can be found on the district website:

www.rrps.org

Parents and students are encouraged to check online prior to calling the office with questions. Links include

- Lunch Menus
- Activity Schedules
- Coming Events
- District Calendar
- Teacher Website Links
- Parent Portal of PowerSchool
- School Board Policies
- Registration Information and Forms
- Student Handbooks
- School Board Meeting Agendas and links to recorded board meetings

Before and After School Hours

~~Students may not be in the Media Center, classrooms, etc. unless a teacher or advisor is present before 8:00 a.m. or after 3:00 p.m. Students may NEVER be in the gymnasiums, pool areas, or weight room without a teacher or coach present. Unless a student is staying after for detention, an extracurricular activity, or to meet with a teacher, they should leave campus when school dismisses.~~

Students should arrive at school in time to report directly to their first hour class (8:15 am). Students eating breakfast may enter the building at 8:00 am to eat in the cafeteria, and then should report directly to their first hour class. Students will need to leave the building as soon as their last class is dismissed.

Cafeteria Information

Closed lunch: ~~Ninth graders must report to the cafeteria by 11:50 and may not leave until 12:12. Ninth graders must remain on campus during the entire lunch period.~~

Ninth graders must remain on campus during the entire lunch period. 10th through 12th grade students may leave campus. All students will eat lunch in their class they have that precedes lunch. Meals from the cafeteria will be delivered to the classrooms. If the district moves to a hybrid model, lunch will be closed for 10th through-12th grade students.

Lunch is served daily in the cafeteria. Cost for the meal is $2.70 for students and $4.10 for adults. Free and reduced lunches are also available to qualified students; application forms for this program may be picked up in the office.

~~Food is not to be taken out of the cafeteria or commons area. Ala carte items will be sold in the Commons area. Only with the cooperation of all students can we keep the corridors neat and orderly in appearance. Students are to eat in the cafeteria or commons during lunch hour. Students are not to eat lunch in classrooms, corridors, stairways, or the Media Center.~~

Food and Drinks in Classrooms

Food items and beverages other than water are not allowed in the classrooms, hallways, computer labs, or Media Center! ~~Open containers should not be stored in lockers.~~

OUT-OF-THE-BUILDING PASSES/SIGNING OUT

To leave the school during the school day, a student will need a yellow student pass from the office and sign out. To obtain this pass, a student must have a parent/guardian call, email or give a written request into the high school office. Students leaving the building without signing out will be considered truant. This pass is given out, but not limited to: court appearances, probation visits, dentist and clinic appointments, church participation activity, family emergencies, funerals, and illness during the day. (We will not be using paper passes during this year and we will limit all hallway traffic as much as possible.)

HALL PASSES

Students must have a signed student pass from a teacher or the office when they go from place to place in the building during the day, unless they are directly supervised by a teacher. This includes passes to the Media Center. Students who are allowed to go to the Media Center from any class or study hall are expected to be actively working in the Media Center. If you are not you will be sent back to your classroom. (We will not be using paper passes during this year and we will limit all hallway traffic as much as possible.)

SCHOOL DRESS CODE

It is the policy of this school district to encourage students to be dressed appropriately for school and school related activities in keeping with community standards. This is a joint responsibility of the student and the student's parent or guardian. Inappropriate body markings and clothing at school and school related activities includes, but is not limited to the following:

1. Masks are required. Masks may be removed for PE class, and during breakfast/lunch. A mask will be provided to students, but we recommend supplying your own.
2. Showing cleavage is not appropriate
3. "Short shorts", skimpy tank tops, tops that expose the midriff
4. Pants/shorts/skirts that do not fit around the waist, are not belted, are torn above the mid-thigh or drag on the floor
5. Clothing, face paint, or markings to the body with words or visuals that are sexually suggestive, lewd, vulgar, obscene, profane, abusive, degrading or discriminatory
6. See-through or sexually suggestive apparel, which exposes the body in an inappropriate or suggestive manner
7. Undergarments or bra straps that are visible.
8. Pajamas, unless part of a school approved activity.
9. HATS are not to be worn in the building unless part of a special dress event.
10. ~~JACKETS and COATS should not be worn to class.~~
11. ~~PURSES, BACKPACKS and BAGS should be left in lockers.~~
12. Due to limiting locker use, JACKETS and COATS will be allowed in the classrooms.
13. Due to limiting locker use, PURSES, BACKPACKS and BAGS will be allowed in the classrooms

PUBLIC DISPLAYS OF AFFECTION

The public display of affection is not acceptable school behavior. Respect yourself and the rights of others by demonstrating appropriate school behavior. Students are expected to refrain from intimate behavior including kissing, embracing, intimate touching, etc, and other inappropriate contact in the halls, classrooms, on school grounds and at school events. Staff may correct students if their behavior is not acceptable. Students should accept redirection in a constructive manner in an effort to maintain a proper, respectful, and educational atmosphere for all students and employees in the building.

ATTENDANCE POLICY

Attendance will continue to be required and encouraged. We understand during COVID-19 there may be situations that arise that may require students to quarantine. We will work individually with students who have recurring absences to create an attendance improvement plan.

~~Students who miss more than ten (10) days of any class may lose credit for the class. Exceptions are made for extenuating circumstances only.~~

~~If a student misses more than ten (10) days of a class, the Principal may grant permission to make-up the hours missed. If approved, all make-up hours must be served in the detention room before or after school. Semester grades will be held (a grade of "H") until all seat time is made up. Held grades must be cleared within one semester or they will revert to Fs.~~

STUDENT ADMITS/CLEARING ABSENCES

Students in grades 9-12 are assigned the following attendance codes. Parents should check PowerSchool frequently to make sure their child is attending all classes regularly and on time.

A	*Absent Excused: parent has contacted the school via note, email, or phone call, and the absence was excused by office staff
X	*Absent Unknown: the student did not arrive in class and the office has not received parent communication
T	Tardy: student was 1-9 minutes late arriving for class. ~~***Detention issued on the 4th tardy per semester.***~~
S	School Activity: no note is required, student was absent with school group or team
M	Medical: Student was at an appointment and an excuse was provided by the facility they visited (This includes doctor, dentist, orthodontist, therapist, etc. Please have the front desk provide you with an appointment slip when you arrive or leave in order for it to be entered as an "M".) This is the code students will be given if the office has been provided with a doctor's note for an extended absence, as well. Dates must be specific.
U	*Unexcused Absence: parent may have contacted school, absence was determined unexcused by school staff. ~~***Detention issued for an unexcused absence.***~~
G	*TRUANT: Student is absent; parents and school were unaware of student whereabouts.
I	ISS: Student was assigned In School Suspension
O	OSS: Student was assigned Out of School Suspension
H	Homebound: student is receiving homebound instruction deemed necessary by school
R	Religious Release: student is at religious event, documentation is required

***A parent or guardian must call the school by 9:00 AM when a student is absent. We prefer a phone call or email the day of the absence but will accept a call/email/note the following day. **A student has 2 days after their return to bring in a note or the absence may be unexcused.** The office will not call home upon the student's return to clear the absence. It is the responsibility of the student and family to clear absences.

Excessive absences, whether excused or unexcused, cause significant disruption and academic hardship. ~~Students who accumulate more than 10 absences in a semester (X, A, U, and G codes above are counted in this total) may lose credit for the class. Exceptions are made for extenuating circumstances only. The principal MAY grant permission to make up the hours missed.~~

*Students who accumulate more than seven (7) unexcused absences (X, G, or U) will be referred to the Multi-Agency Truancy Review Team. **At the secondary level, absences accumulate per class period, not just per day.** This means that a student who is absent unexcused for one or more class periods on seven different days may be referred for Truancy Review Services. **Teachers have the right to deny make-up work for any student who has an unexcused absence.**

Students will have one day to make up any missed work for every day of an excused absence. At that time, the assignment would be considered late and individual classroom late work policies will apply. Students have two weeks to make-up any earned incompletes.

Please remember that the following absences must be PRE-APPROVED by the building principal in order to be considered excused: Vacation or family trips (no matter the length), work during the school day (including babysitting family members), and college visits. Approval may not be granted to students who have already accumulated multiple absences.

****Note –Students will have two (2) days to produce a written note, phone call or email for all absences, or detention may be issued. ~~They may receive one (1) hour of detention for each class period missed. Students may receive detention for any absences not cleared within two (2) days, even if a note is provided after the two~~**

~~day deadline.~~ **MEDICAL EXCUSES MUST BE SUBMITTED IN A TIMELY MANNER OF THE ABSENCE. Blanket excuses may not be accepted. The date and reason for the absence must be documented with an appointment slip or signed letter from the healthcare professional responsible for treatment. As with all excuses, it remains the principal's right to accept or deny any medical excuses.

DAILY BULLETIN

Events of the day will be printed in the daily bulletin. The Daily Bulletin may be accessed from PowerSchool, the school's website and will be posted on television screens throughout the school during the day. The office will read the bulletin each day at 10:45 AM. Items for the bulletin must be in the office by 9:00 a.m. that morning. All items for the bulletin must be concerned with school business.

SCHOOL HEALTH SERVICES

The Health Office is located in the Franklin Elementary School and is staffed by a registered nurse. Students with special health concerns should notify the school nurse and the high school office. If a student will need medication administered during school hours or needs emergency medication kept at school, please contact the school's registered nurse to receive a medication administration consent form or print off one online at www.rrps.org. Students are to report to the Senior High Office if they are ill. If they desire to leave school, they may be sent to the nurse's office for evaluation and a phone call to their parents. They must return to the senior high to check out if the school nurse feels they need to go home.

SCHOOL LOCKERS AND SCHOOL ASSIGNED LOCKS

Lockers will not be assigned to students. Students will be allowed to bring backpacks and light jackets to class. Bags and backpacks may be subject to search.

~~School lockers are assigned according to grade. Students will be ***required*** to *keep the locker they are assigned*. They should report to the office if they have a legitimate reason to request a change of locker assignment. Locks are recommended and students may only use the locks provided by the school. The student is responsible for keeping his/her locker neat, orderly, and safe. Any vandalism to the lockers will be cleaned and/or repaired by the students or by a custodian with the student providing restitution for materials and labor.~~ ~~**Any unapproved locks will be cut off by maintenance staff.**~~

~~***Students may check out a lock from the office for their locker. Students are expected to keep this SCHOOL OWNED lock until they graduate or transfer. If the lock is lost or broken, students will be charged a $10 replacement fee.**~~

~~**The school district is not responsible for any valuables that are placed in lockers and are lost or stolen, including district issued equipment. If students must carry valuables to school, they should check them in for safe-keeping with office personnel.**~~ ~~Students are responsible for items found in their assigned locker and are not allowed to move to a different locker without permission. Students should not share lockers. If they choose to share, both parties will be held accountable if there are any violations. iPads must be secured at all times. Students are responsible for their iPads at all times.~~

~~Students and parents should familiarize themselves with the district policy relating to the search of student lockers located in the policy section of the website. (See Policy 502.)~~

PARKING LOT

The parking lot is considered part of the school grounds and all rules and regulations of the school apply, including search policies. Students are not permitted to enter any car in the student parking lot when school is in session

without prior approval from the office. The parking lot is to be used for student, staff, visitors, maintenance, and handicapped parking. Students are not to park in the reserved teacher, visitor and handicapped areas. Also, there is no parking in the center of the key or along the yellow curb at any time. Vehicles displaying offensive flags, bumper stickers, etc. will not be allowed in the lot. Students must leave the fire lanes open.

Students should not speed and/or drive recklessly on or near school property. Students should avoid use of horns or revving engines in the school parking lot.

**Students who are participating in extracurricular activities may get a temporary parking pass from the office on days when an away game or event results in a return time after dark. We would prefer they request a temporary permit prior to the team leaving rather than walk to cars parked on the street late at night.

Students and parents should familiarize themselves with the district policy regarding student use and parking of motor vehicles (See Policy 527.)

As per city ordinance the City Council approved "No Parking" along the west curb of Fayal Avenue from Jones street south for approximately seventy feet.

COURTESY PHONE

A courtesy phone for student use is located in the office. Students should request access to the phone in the office if they need to use it.

CELL PHONES/IPADS/OTHER ELECTRONIC DEVICES

*Students are responsible for following all policies detailed in the Technology User Agreement and iPad Policy Handbook.

Increased student cell phone/electronic device usage in school has created several problems including: text messaging during testing, unauthorized picture taking, and general classroom disruptions. These occurrences are all detrimental to the learning environment.

Therefore, student cell phone usage will be restricted as follows:

- Cell phones must be kept <u>out of sight</u> in the student's pockets or backpacks, except during lunch or passing time.
- Classroom teachers may allow limited use of devices for school-related tasks. Students are responsible for following classroom rules during these times.
- **Cell phones and electronic devices must be turned off to prevent ringing or vibration during class periods.**
- Use of any electronic device capable of picture taking is strictly prohibited in restrooms and locker rooms.
- Teachers may implement further restrictions approved by the principal.

Students who violate this policy will have their electronic devices confiscated and receive one (1) hour of detention. <u>No warnings will be given.</u> The device will be turned in to the office and parents will be required to pick it up. The student is responsible for notifying the parent. Students who refuse to give their cell phone or electronic device to a staff member when requested to do so, will be referred to the office immediately for insubordination, and additional consequences will be imposed.

APPOINTMENTS WITH SCHOOL PERSONNEL

Anyone desiring a conference with a staff member or a conversation regarding the progress of their son/daughter should contact the instructor. It is strongly preferred that you email the instructor. Email addresses can be found on page three (3) of this handbook. If you do not have access to email, please call the office and ask to be connected to the teacher's voicemail. The direct dial line for the senior high office is 218-744-7706.

DANCES

~~To attend the Prom and Turnabout dances, a student may not have any outstanding disciplinary consequences, including detentions or seat time. ALL SEAT TIME AND DETENTION HOURS MUST BE SERVED BEFORE STUDENTS WILL BE ALLOWED TO PURCHASE A TICKET. All other infractions will follow the district wide discipline policy for the length of that violation.~~ Only students in 11-12 grades may go to the Prom. Students in

tenth grade may attend if asked by a student in 11-12 grades. Only students under the age of twenty-one (21) may attend. Ninth grade students will be eligible to attend Turnabout, but not Prom.

The visitor policy for dances requires any guests to be within the age and grade restrictions listed above. They must be currently enrolled in a school and their principal must be contacted to determine if they are in good standing at their home school. The required form must be completed with all signatures and turned in to the high school office on time. Guests who have already graduated must still have this form filled out by the principal of the school they graduated from. Permission for visitors may only be granted by the high school principal and may be denied even if the form is signed and returned. Any unapproved guests or guests in violation of rules or expectations will be removed from the event immediately as will the student who invited them.

EXTRACURRICULAR ACTIVITIES

Students are encouraged to participate in extracurricular activities whenever possible. The following activities are available:

*Alpine Skiing	Fishing Club	*Nordic Skiing	Student Council
*Baseball	*Golf	*One Act Play	*Swimming & Diving
*Basketball	*Football	Orchestra	*Tennis
Book Club	*Hockey	Pep Band	*Track
*Cheerleading	Knowledge Bowl	Prom Committee	*Visual Arts
Choir/*Choir Contest	Marching Band	*Soccer	*Volleyball
Concert Band/*Band Contest	Math Team	*Softball	*Wrestling
*Cross Country	Minnesota Honor Society	*Speech	Yearbook
Fall Play	Musical Theater	Spring Play	
Poms (w/Marching and Pep Band)		Youth in Action (YIA)	

*Indicates Minnesota State High School League Activities

ACADEMIC ELIGIBILITY

In order to be and remain eligible to participate in extracurricular activities, a student must receive a passing grade in all subjects. Upon receiving a failing grade (F) in one or more subjects on a quarter report card, a student is ineligible for 20% of the scheduled contests in the current activity. Eligibility will be restored on a probationary basis by the principal if the student is passing at mid-quarter with a grade of D- or above in ALL classes. If at mid-quarter the student (ineligible student) is failing one or more classes, he/she is ineligible for the remainder of the quarter. Fourth quarter grades will determine eligibility for the fall quarter.

Incompletes - An incomplete shall be treated as a failure until it is made up as a passing grade. The student shall remain ineligible until that date unless a plan has been developed by the athletic director and or coach, student, teacher, and principal.

An ineligible student, at the discretion of the activity director or coach, may be allowed to practice, but is still subject to disciplinary rules and regulations.

Students who are ineligible and want to remain part of the activity should attend all practices and events. Ineligible students will NOT be released early from school for a home or away game. Ineligible students must remain on campus and attend all classes.

STUDENT FEES FOR ATHLETIC PARTICIPATION; SEASON AND INDIVIDUAL TICKETS FOR ATHLETIC EVENTS

The fee for senior high students participating in athletics is $125.00 per sport. The fee for students participating in non-athletic events is $75.00 per activity. Non-athletic events requiring participation fees include One Act Play, Speech, and Fall and Spring Plays. The fee for Knowledge Bowl, Poms, Cheer, and Math Team is $35.00. The family maximum per year for athletic and non-athletic participation is $500.00.

Student and adult season tickets will be on sale in the Activities Director's Office located on the Eveleth-Gilbert Senior High Campus. Students attending Rock Ridge Public Schools will be able to attend all Eveleth-Gilbert and Virginia home athletic events at no charge. Season tickets for all other students are $30.00; adult season tickets for all events are $65.00; family season tickets are $160.00; senior citizen (age 62) season tickets are $30.00; adult season hockey tickets are $55.00. Tickets for students not attending Rock Ridge Public Schools are $4.00 per event; adult tickets are $6.00. Senior citizens (age 62) are $4.00.

COUNSELING AND GUIDANCE

Charles Pillsbury, Licensed School Counselor

The Eveleth-Gilbert High School Counselor will be available at the school Monday through Friday. The counselor may also be reached by email and voicemail. Take care of your counseling questions prior to the start of the school day, during the lunch period, or between classes and make sure they are taken care of well in advance of a deadline. Scholarship and college information will be available in the office. You may reach the counselor by phone/voicemail at 744-7708 or by email at charles.pillsbury@rrps.org.

STUDENTS' FUTURE PLANS

With more students each year interested in attending college and vocational schools, it is advisable to make plans early, and also to be aware of the increased competition, which one may encounter in his/her endeavors to enroll at a good college or vocational school. As early as possible, one should begin thinking about his/her preparation for post-high school training because admission competition is bound to increase. It is advisable to include in your course selection not only the required English and Social Studies courses but languages, math, and science as well. Applicants with good scholastic records throughout high school will have less difficulty in making the transition to college. Colleges primarily consider grade point average and class rank when a student applies. Averages are earned in high school; it is the responsibility of the student to be well prepared each day in order to have a strong background and a good average.

Scholarship information is available in the office. See the counselor if you have any questions on scholarships. It is the responsibility of the student to complete a scholarship application – not the counselor.

Students should contact the counselor to make arrangements for taking the college entrance tests. Juniors who are interested in attending a military academy should contact the counselor to take these tests during their junior year.

ACT AND SAT TEST DATES

Students are not required to take the ACT in high school. It will be OFFERED during the school day, here at school-date TBD. If you have questions about ACT testing, please contact Mr. Pillsbury.

SCHEDULE CHANGES

Schedule Change Policy:

Students will be held to their registration choices that were made during the scheduling process during the last school year. No changes will be allowed except for the following reasons:

- The student has a written doctor's excuse and cannot take the class.

- The class has been determined by the teacher to be beyond the student's ability. Staff will examine the student's potential (grades and test scores) to determine the student's acceptance into the class.
- The student has been accepted into a special program.

Any changes to student schedules for these reasons must be made within the first week of the semester. Changes will only be made on an emergency basis during the second or subsequent weeks. **Any student who drops a course after the first week of the semester will receive an F for the quarter and semester.**

Pass/Fail grade: Collaboration between the student, teacher and counselor will need to take place midway between semesters to determine the availability of a pass/fail option. The P/F is recorded on the student's transcript and a P holds a 1.333 point value. Upon completing all the pass requirements, the student will receive a passing grade.

ACADEMIC INFORMATION

GRADUATION POLICY

To graduate from the Eveleth-Gilbert High School each student must have completed 24 credits in grades 9-12. Minnesota students are required to complete two kinds of requirements by the time they graduate. Students must:

- Satisfactorily complete the state course credit requirements under Minnesota Statutes, section 120B.024.
- Satisfactorily complete all state academic standards or local academic standards where state standards do not apply.

The following high school coursework must be completed for students graduating in 2021, 2022, 2023:

Subject Area	State of Minnesota Graduation and Eveleth-Gilbert Senior High Requirements
Language Arts	4.0 Credits
Social Studies	4.0 Credits - World History 9, US History 10, .5 Geography/.5 Civics (combined into Modern World Studies 11 at EGHS), .5 Economics 12 and .5 American Government 12
	Math 3.0 Credits - encompassing a minimum of Algebra I, Geometry, Algebra II, and Statistics & Probability (covered in Algebra II)
Science	3.0 Credits – must include Biology and EITHER Chemistry or Physics (Food Science counts as a Chemistry credit at EGHS)
Health	0.5 Credits (Health 10)
Physical Education	0.5 Credits (PE 9)
Postsecondary Planning	0.5 Credits (Grade 9)
Elective	8.5 Elective Credits, 1 of which must be in the arts (visual arts, music, theater, dance or media arts).
Total Credits	24.0

The following high school coursework must be completed for students graduating in 2024 (current 9th graders):

Subject Area	State of Minnesota Graduation and Rock Ridge High School Requirements
Language Arts	4.0 Credits
Social Studies	3.5 Credits - Social Studies Foundations 9, World History 10, US History 11, .5 American Government 12
	Math 3.0 Credits - encompassing a minimum of Algebra I, Geometry, Algebra II, and Statistics & Probability (covered in Algebra II).
Science	3.0 Credits – must include Intro to Physics and Chemistry, Biology and one science elective
Fine Arts	11.0 Credit (visual arts, music, theater, dance or media arts)
Health	0.5 Credit (Health 10)
Physical Education	0.5 PE 9 Elective
Career Exploration	0.5 Credit (Grade 9)
Elective	8.0 Elective Credits
Total Credits	24.0

Students are required to take a minimum of 6.0 credits per year. Courses, especially in the math-science areas must be chosen in a timely fashion to ensure that the requirements will be met by graduation.

Student's files will be reviewed annually by the counselor for any deficiencies in the credit count. The parent/student will be notified via phone call and/or mail of the deficiency and the remedial options available.

STUDENTS EXPECTING TO GRADUATE

At the end of the first quarter or third quarter of a student's senior year, parents of students who are in danger of not graduating will be notified by phone call or email. Beyond this point, it is strictly the responsibility of the parents and students to see that they meet graduation requirements.

In order to graduate and "walk the stage" at the ceremony and receive a diploma, seniors must:

- Have successfully completed at least 24 credits, including all graduation requirements
- **Served all detention and seat time hours prior to the last day of school.**
- Paid all fines and fees
- Returned all district property, including:
    - Books
    - Calculators
    - iPads and charging cables
    - School issued locks
    - Any other district owned equipment
- **Attend graduation practice**. THIS IS MANDATORY. Anyone not taking part in practice will not be allowed to participate in the graduation ceremony.

Additional Graduation Information: **Honor Tassel -** Students with a high school Cumulative Grade Point Average (GPA) of 3.5 or better at the end of semester one are eligible to receive a gold honor tassel. **Foreign exchange students** will receive an Eveleth-Gilbert diploma marked "Honorary Diploma" as exchange students have not met the academic standards of Eveleth-Gilbert High School. **Students moving to the Bridge to Independence Program** in Virginia following their years at E-G will also receive an honorary diploma until they have completed the Bridge to Independence Program.

ACADEMIC PROGRESS PROCEDURE

Students must earn the following number of credits to be considered a sophomore, junior, or senior:

5.0 credits for Sophomore status
11.00 credits for Junior status
17.00 credits for Senior status
24.00 credits for Graduation

Until a student achieves the number of credits for advancement, the student may remain at the same grade level. This means a student will be assigned to that grade level for all reporting purposes, such as locker assignment and yearbook status. Yearbook pictures are completed early in the fall and a student's picture will be placed in the yearbook according to his/her status at that time. The senior class picture is usually completed in September. Senior class pictures are due to the yearbook in the fall. This means that students must have the 17 credits at that time to be in the senior class picture and placed in the senior section of the yearbook. Students may be enrolled in different grade level classes at the same time, and students may make up credits in night school, summer school, and in our online credit recovery course.

FAILURES

If a student fails a required class in grades 9-12, he/she must repeat that class the following year provided the credit was not made up during the summer. Credits may also be made up through school-approved online courses or night

classes offered at the high school. Students will not be allowed to graduate if all the requirements are not met. Refer to the current Graduation Policy.

Any student who drops a course after the first week of the semester will receive an F for the quarter and semester. (Extenuating circumstances may apply.) Additional policies apply for year long courses such as band, choir, and orchestra.

CREDIT RECOVERY

NIGHT SCHOOL

The Eveleth-Gilbert High School will offer night school for any student who has failed a required class. The night school class meets twice a week from 3:05-4:05 for 60 sessions. The start date is approximately the beginning of October. Night school will end mid-May. Students with assignments that need corrections or revisions will have until then to turn in the corrected or revised work to the instructor. Students who do not meet these deadlines will have their assignments and time transferred toward summer school credit if they wish to complete the credit during summer school.

SUMMER SCHOOL

The Eveleth-Gilbert High School will offer summer school for any student who has failed a required class. Summer school will meet for two 3 week-long sessions. The start date is approximately the beginning of June.

GRADE POINT AVERAGE COMPUTATION

Grades in all subjects are used to determine the student's grade point average. Grade point average (GPA) equals the total number of honor points divided by the total number of credits (grades from the two-credit classes are counted twice) for grades 10-12.

Point Values of Letter Grades (Grades 9-12)

A = 4.000	B = 3.000	C = 2.000	D = 1.000
A- = 3.667	B- = 2.667	C- = 1.667	D- = .667
B+ = 3.333	C+ = 2.333	D+/P = 1.333	F = 0

The top 10% of the senior class will be determined after the completion of the 1st semester of their senior year based on the cumulative semester GPAs from grades 9-12.

HONOR ROLL SYSTEM

Exemplary Honor Roll	4.0
"A" Honor Roll	3.67 – 3.99
"B" Honor Roll	3.00 – 3.66

Honor Roll determination is made each quarter and is based solely on the GPA for that quarter. Cumulative GPAs are not taken into account for quarterly Honor Roll.

Only those subjects meeting five days each week will be used in determining grade point average. Only students enrolled in four or more one-credit classes (or courses totaling 4 credits) at EGHS are eligible for the honor roll. Any student with an "Incomplete" grade will not be considered for the honor roll. **A student will not be considered for the honor roll if they have any D's or F's in the current reporting term.**

MID-QUARTER GRADES AND QUARTER GRADES

Mid-Quarter Grades and Quarter Grades can be viewed through the Parent Portal of PowerSchool.

If parents or legal guardians do not have access to the Internet, you may request, in writing, to have paper report cards mailed home for the year. You only need to make this request once per year. If you would like to cancel that request later in the year, please contact the office.

ACADEMIC HONESTY AND INTEGRITY

Eveleth-Gilbert Senior High students must understand the importance of academic honesty. School assignments and tests are measures of a student's academic performance. All work submitted for credit is expected to be original work created by the student submitting it. The following information explains the core expectations and consequences for violations of this policy. Teachers may detail additional expectations and consequences in their course syllabus. Students and families are responsible for understanding the protocol, conditions, types of violations, and consequences outlined in this handbook. When in doubt the student should always ask the teacher.

DEFINITIONS

Academic Dishonesty: any behavior that results in, or may result in, a student gaining an unfair advantage in school. This includes but is not limited to plagiarism, collusion, duplication of work, cheating, and fabricating data or work.

A. Plagiarism: to steal or pass of the work or idea of someone else as your own work or by using another's work without citing the source
    a. Examples:
        i. Turning in work that was completed in any way by someone else
        ii. Failing to indicate the use of another person's exact words
        iii. Failing to cite the source of paraphrases and quotations
        iv. Failing to identify the source of elements of nonverbal work that are derived from the work of others (this includes copying artwork, parts of songs, etc.)
B. Collusion: supporting academic dishonesty by another student or assisting them in dishonesty
    a. Examples:
        i. Doing work for someone else
        ii. Allowing some to copy of a test, homework assignment, or other assessment
        iii. Sharing information about what will be on an assessment
        iv. Additional restrictions may be included for CEP and ALI courses
C. Cheating: the use or attempted use of unauthorized materials during any type of assessment
    a. Examples:
        i. Copying answers from some else, notes, homework assignments, etc.
        ii. Providing work to someone else knowing that it will be copied
        iii. Communicating in any way with someone other than the teacher during an assessment without permission from the teacher
        iv. Using unauthorized materials during an assessment
        v. Obtaining or viewing a copy of a test or quiz before it is administered
D. Fabrication: creation of false data or citations
    a. Examples:
        i. Inventing or creating data of a lab experiment or other project
        ii. Altering a graded piece of work and re-submitting it to the instructor claiming an error in grading
        iii. Falsely claiming to have turned in an assignment on time
        iv. Falsely accusing an instructor of losing an assignment

PROCEDURES FOR REPORTING

1. If a staff member has reason to believe that a student has violated the academic honesty policy, s/he will meet with the student to discuss the incident.
2. Following this conference if the teacher still believes the student acted dishonestly, he or she will complete a Discipline Log Entry in PowerSchool.
3. The teacher will determine the appropriate consequence, in consultation with the principal, and the teacher will contact the parent or guardian via telephone or schedule a face-to-face meeting.
4. A follow up meeting may be necessary to review the student's actions subsequent to the incident.
5. The violation will be entered in the student's discipline record.
6. Violations in CEP or ALI courses may require additional procedures as determined by the college issuing credit.

CONSEQUENCES

Offenses accumulate through the entire course, including year long courses even when the hour or instructor changes at semester 2. Physical evidence is not necessarily required. If the behavior warrants, the principal may increase the level of consequences based on the facts and the violations of other policies. Acts of academic dishonesty are also subject to MSHSL Code of Conduct Rules.

Consequences for individual classes, including CEP and ALI, may be more stringent than the following guidelines. Teachers will detail any additional procedures, expectations, or consequences in their course syllabus.

First Offense:

On an assessment (test, quiz, exam, or other as determined by teacher):

1. The student will receive a 0 on the assessment.
2. If the student is a National Honor Society Member, the Faculty Council will convene to discuss the infraction. The student may be removed from the NHS.
3. Conferencing and reporting procedures will be followed as detailed above.

On a homework assignment or work completed in class, any one or combination of the following consequences may apply:

1. Re-do the assignment (with a strict submission due date)
2. Reduce the grade for the assignment
3. Zero for the assignment
4. Write a letter of apology
5. Student explains the offense to parents in a conference with the teacher
6. Referral to administration
7. ~~Detention~~
8. Loss of NHHS membership
9. Loss of EGHS Scholarship opportunities
10. Revocation or refusal of letters of recommendation

Second Offense:

1. Any combination of the consequences for the first offense may be imposed.
2. The student will receive a 25% reduction in their quarter grade.
3. The teacher will schedule a meeting with the parent, student, and principal to discuss the second offense and consequences.

Third Offense:

1. Any combination of the consequences for the first offense may be imposed.
2. The student will receive an F for the quarter in that course.
3. The principal will contact the parents to discuss the offense and consequences.

Fourth Offense:

1. The student will be removed from the course and will receive an F.
2. The student will retake the course in the following semester or year.

CONCURRENT ENROLLMENT

The Eveleth-Gilbert High School offers the Concurrent Enrollment Program (CEP) classes for Senior High Students. Concurrent Enrollment (college classes within the high school setting) allows the student the opportunity to earn high school and college credits without leaving the Eveleth campus.

The CEP program is a collaborative effort among Eveleth-Gilbert High School, Mesabi Range Community College, Vermilion Community College, and Lake Superior College. CEP provides the following benefits:

- Qualified students are able to fulfill high school graduation requirements and earn college credit concurrently at no cost to the student.
- CEP students stay within the safe confines of EGHS and follow all policies.
- Students are challenged.

The CEP program is open to 11th grade students with a minimum GPA of 3.0 and to 12th grade students with a minimum GPA of 2.5. Students ***must*** pass the Computer Placement Testing (Accuplacer) administered by Mesabi Range Community College. If 51% or more of the class does not meet these requirements, credit cannot be offered by the college. Students should make EVERY possible effort to achieve eligibility prior to class starting. If they are struggling to pass the college placement test, contact the counseling office for possible options.

Contact the Counselor with any questions.

ELIGIBILITY FOR CONCURRENT ENROLLMENT (CEP) COLLEGE COURSES

CEP courses require students to pass certain assessments in order to be eligible for college credit. Students have until the high school drop/add date to meet these requirements in order to remain enrolled in the CEP course. If a student has failed to meet these requirements, they may file an appeal in the counseling office requesting to remain in the course for high school credit only. This appeal must be signed by the parent or guardian stating their understanding that no college credit will be awarded. The instructor and counselor must also sign this appeal accepting the student in the course for high school credit only. Space is limited for students not eligible for college credit and appeals will be denied and students will be removed from the class if those spaces are full.

POST SECONDARY ENROLLMENT OPTIONS

All students must meet with the School Counselor if they wish to enroll in PSEO. The counselor will work with the student and family to determine eligibility, to ensure that all forms are filled out, and that students enroll in sufficient courses to meet all EGHS graduation requirements.

Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college nonsectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own requirements for enrollment into the PSEO courses. 11th and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th graders may initially take one Career and Technical Education (CTE) PSEO course. If 10th graders taking a CTE PSEO course earn at least a grade C in that class, they may take additional CTE PSEO courses. Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. If a school district determines a pupil is not on track to graduate, she/he may continue to participate in PSEO.

There is no charge to PSEO students for tuition, books or fees for items that are required to participate in a course. Enrolling in a PSEO course does not prohibit a student from participating in activities sponsored by the high school. Funds are available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses.

School districts must allow a PSEO student reasonable access to the high school building, computers and/or other technology resources during regular school hours to participate in PSEO courses, whether online or on campus.

Each year, districts must publish their grade-weighting policy on their website, including a list of courses for which students can earn weighted grades.

By March 1 of each year, schools must provide PSEO information to all students in grades 8-11 and their families. To assist the district in planning, students must notify their school by May 30 if they want to participate in PSEO for the following school year.

For current information about the PSEO program, visit the Minnesota Department of Educations' Postsecondary Enrollment Options (PSEO) webpage.

Policy

A. PSEO students, intending to earn diplomas from Eveleth-Gilbert High School, must successfully complete all course outcomes required for graduation.
    a. Junior year PSEO must include College Writing I, Interpersonal Communications or Public Speaking, College Algebra or Calculus (or Algebra II at EGHS), Science with lab, American History, a minimum of 24 college credits must be earned in the junior year
    b. Senior year PSEO must include College Writing II, Literature (preferably British), American Government, Economics, a minimum of 24 college credits must be earned in the senior year
    c. In some circumstances, there may be a need for students to request to substitute for the above courses, these substitutions must be approved by the high school office
B. PSEO students are encouraged to meet with the School Counselor before applying to a post secondary institution:
    a. To confirm their high school enrollment status
    b. To ensure that the intended institution is a qualified PSEO institution as listed in Section I above
    c. To ensure that courses taken meet or exceed the high school course outcomes required for graduation.
C. Students must fill out the application form, Notice of Student Registration, which can be obtained from either the high school or the post secondary institution. One application must be filled out for each quarter or semester. Both the student and his/her parents/guardians must sign the statement indicating that all information on the program has been received and that the student is aware of his/her responsibilities.
D. It is the student's responsibility to ensure that the courses taken for high school graduation credit at the post secondary institution meet or exceed the high school's course outcomes. Post secondary courses that do not meet or exceed the high school course outcomes will not count towards completion of the parallel high school course.
E. It is the student's responsibility to provide the high school with a copy of grades earned at the post secondary institution once the coursework has been completed.
F. The high school determines the amount of credit to be awarded. The high school principal is responsible for determining the appropriateness of the transferred credit toward meeting or exceeding the district's course outcomes.

VOCATIONAL AND ORCHESTRA CLASSES

Students who take vocational courses, as well as students who take Orchestra, are transported to Virginia, Gilbert, Mt. Iron, or the Eveleth Mesabi Range College campus. The following regulations apply:

"Student attending classes offered at other educational sites are required to ride the bus provided unless a signed Permission and Release of Liability form has been signed by the parent and/or student. The Principal reserves the right to revoke driving privileges if the student demonstrates irresponsible behavior while driving to off-site locations."

Students who drive themselves to off-campus courses are **required to be in their next class on time**. Occasionally, students who take the bus are a few minutes late for their next class because the bus has to make multiple stops. **Students who drive themselves will not be excused for late entry into the next class**. They have plenty of time to travel and be in class on time. Any student who is late 3 times for their next class will have their driving privileges revoked and will then have to ride the bus to vocational classes off-campus.

STUDY HALLS

Seniors and Juniors may be excused from attending their study hall if passing all their classes and with parental permission. Grades will be checked at mid-quarter and quarter to make sure students remain eligible. Seniors and juniors who are excused from attending study halls must be off campus during that period. Seniors and Juniors are required to attend five classes throughout the year, with a minimum of two classes per semester.

~~During a student's senior and junior year, students may take four semester study halls, up to two per semester. Seniors need 19 credits entering their senior year and a 2.0 cumulative GPA. Juniors need 14 credits entering their junior year and a 3.0 cumulative GPA. Seniors and juniors who passed all classes on the previous report card AND who have a cumulative GPA of 2.0 (Seniors), cumulative GPA of 3.0 (Juniors) AND have no outstanding seat time or detention may be excused from attending this study hall with parent permission. Grades will be checked at mid-quarter, quarter, and semester to make sure students remain eligible. Seniors and juniors who are excused from attending study halls must be off campus or seated in the commons area during that period. Eligibility denied due to detention and seat time may be restored once the hours have been served.~~

Eveleth-Gilbert High School Media Center

MISSION STATEMENT

The mission of the Eveleth-Gilbert High School Media Center is to provide a learning environment with diversified materials and resources to support the curriculum and to promote lifelong learning and literacy. Through interaction and cooperation with faculty, students will learn how to retrieve, interpret and synthesize information from a variety of sources to meet their individual needs.

HOURS

The Media Center is open Mon, Tues, Thur, Fri from 8:015- 2:45 and Wed from 8:15 - 2:00

SERVICES

1. The print collection includes approximately 13,000 books, subscriptions to current magazines, and ebooks.
2. The non-print collection includes a variety of DVD/videos and CDs.
3. Online resources include Internet access, the Minnesota Career Information System, and other research databases.
4. Access to materials, including print, non-print and database access, through the Arrowhead Library System, which includes school, academic, special, and public libraries in Northeast Minnesota.
5. Access to materials through MnLink for items from Minnesota public, school, state government, and university libraries.
6. Lamination, video and sound production and duplication, letter/dye cutting, bookbinding and many other production services are available upon request.
7. Software and computer access is available for word processing, creating databases, spreadsheets, and other computer generated presentations.

STUDENT ACCESS TO THE MEDIA CENTER

Individual students or students in small groups may use the Media Center from classes with a written pass from an instructor. These passes must be presented at the circulation desk and must be signed by Media Center personnel. Students will return to their class before the end of a class period with their signed pass. Individual instructors will arrange class use of the Media Center in advance.

Students using the Media Center are expected to:

1. Observe school rules regarding attire, food and beverages, radios, headsets, etc.
2. Display appropriate behavior, which is non-disruptive to others in the area.
3. Show proper respect for other persons and property, school district materials, equipment, furniture and supplies.
4. Follow other procedures for signing out and returning materials.
5. Use computers with complete knowledge and understanding of school district policies.

Disrespectful or disturbing behavior or abuse of materials or equipment will not be tolerated. Students will be verbally warned and may be temporarily restricted from using the Media Center as a consequence for misbehavior.

TECHNOLOGY RESOURCE ACCEPTABLE USE POLICY

A copy of the *524 Technology Resource Acceptable Use Policy* is available on the district web site or a copy may be obtained from the high school secretary (744-7706).

BULLYING PROHIBITION POLICY

For a full copy of the policy, please refer to the district website.
This handbook includes portions of the full policy.

GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber-bullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

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

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506).
The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

Definitions

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

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

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

B. "Cyber-bullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color,

creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students, or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, as defined by this policy. (For purposes of this policy, school district personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who is found to have violated this policy.

III. DEFINITIONS

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

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who: a. has a physical, sensory, or mental impairment which materially limits one or more major life activities; b. has a record of such an impairment; or c. is regarded as having such an impairment.

2. "Familial status" means the condition of one or more minors being domiciled with: a. their parent or parents or the minor's legal guardian; or b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, 413-3 includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when: a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

a. unwelcome verbal harassment or abuse;

b. unwelcome pressure for sexual activity;

c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;

d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

f. unwelcome behavior or words directed at an individual because of gender.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:

a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;

c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or

d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by a student, teacher, administrator, or other school 413-5 district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written 413-6 form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

G. In the District. The school board hereby designates Jeff Carey as the school district human rights officer to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed with the High School Principal.

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

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

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

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

V. INVESTIGATION

A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

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

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

D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

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

VI. SCHOOL DISTRICT ACTION

A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will 413-8 be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

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

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

413-9 X. DISSEMINATION OF POLICY AND TRAINING

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

B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

C. This policy shall appear in the student handbook.

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

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

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

DEPARTMENT OF EDUCATION

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The *Minnesota K–12 Academic Standards* are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)	ACCESS and Alternate ACCESS for English Learners
• Based on the Minnesota Academic Standards; given annually in grades 3-8 and in high school in reading and mathematics; given annually in grades 5, 8 and in high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities.	• Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our Statewide Testing page (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

DEPARTMENT OF EDUCATION

Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date_____(This form is **only** applicable for the 20____to 20____school year.)

Student's Legal First Name_____ Student's Legal Middle Initial_____

Student's Legal Last Name_____ Student's Date of Birth_____

Student's District/School_____ Grade_____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the MDE website (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____

Posted May 2019

Parkview Learning Center

2020-2021 STUDENT HANDBOOK

Mrs. Sheena Stefanich, Principal

506 North 9th Ave.

Virginia, MN 55792

218-742-3801

rrps.org

COVID SPECIFIC INFORMATION

We are returning to campus in an in-person model unless your individual family selected distance learning. More information about these models will be shared by Dr. Schmidt, but included here are some highlights:

In Person Learning

1. Students are required to wear face protection unless an accommodation is on file; however, students will be given mask breaks when distance protocols can be implemented.

2. Students will report directly to breakfast or class upon arrival and will not be able to congregate in the hallways or play on the playground. Because of this, we ask that walkers and those with family transportation arrive as close to the actual class start time as possible. Building access will be open starting at 7:45 for students.

3. All visitors, including parents, should have an appointment to enter the school.

4. All families will be asked to complete a self-screening daily. While the school will utilize our health professionals if additional screenings are necessary, we do not currently plan to check temperatures at the door.

5. Meals may be served in classrooms and individualized as feasible. Cafeteria space may be used depending on circumstances.

6. Use of individual supplies, when available, otherwise shared supplies will be cleaned

7. No Use of Water Fountains — Students may bring water to drink. If bottle filling stations are available, they may be accessed.

8. Student pick-up and drop-off will be staggered by time and/or door.

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WELCOME TO PARKVIEW LEARNING CENTER

Welcome to the Parkview Learning Center! It is my pleasure to welcome you to the Rock Ridge Public Schools. The faculty and staff join me in saying we are happy to have you as part of the Parkview family. We strive to provide a wide variety of experiences that give students opportunities to further develop their social and academic skills. We promote a student-centered learning approach, higher level thinking and questioning, and positive behavior/social development.

We are proud of our high achieving, well-behaved students and exemplary teacher and support staff. To maintain our current level of excellence and to assist our students in complying with our school's code of conduct, we request that parents and students review the contents of this handbook together. The pages are filled with important information regarding school policy and procedures. If you have questions that remain unanswered after reading the handbook, please call the school office (742-3801). Please refer to this handbook throughout the school year, as it contains answers to many of the questions you may have about daily life at our school.

We feel that parental involvement is an important component of success in school. We encourage parents to talk with their children about school experiences, inquire about assignments, and insist that your children attend school regularly. We hope to see families attending conferences, volunteering in classroom activities, as well as actively participating with our PTA.

We look forward to celebrating with you the achievements of our students.

Sincerely,

Sheena Stefanich

Parkview Learning Center Staff
2020 - 2021 School Year

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Kramer, Darren	Tech Integration	darren.kramer@rrps.org	1984	143

Virginia Public Schools

2020-2021 School Calendar

July					
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

August					T-1
3	4	5	6	7	S-0
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

September					T-20
	1	2	3	4	S-17
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

October					T-20
			1	2	S-20
5	6-M	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

November					T-19
2	3	4	5	6	S-18
9	10-Q1	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

December					T-16
	1	2	3	4	S-16
7	8	9	10	11	
14-M	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

January					T-20
				1	S-19
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26-Q2	27	28	29	

February					T-19
1	2	3	4	5	S-19
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25-M	26	

March					T-21
1	2	3	4	5	S-21
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31-Q3			

April					T-20
			1	2	S-20
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

May					T-20
3-M	4	5	6	7	S-20
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

June					T-4
	1	2	3-Q4	4	S-3
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

	First & Last Pupil Days
	No School
	Early Release Wednesdays
	Student Contact Days
	Teacher Inservice Days
	Conference Exchange Day

Midterm (Quarter 1)	Oct. 6
Quarter 1	Nov. 10
Midterm (Quarter 2)	Dec. 14
Quarter 2	Jan. 26
Midterm (Quarter 3)	Feb. 25
Quarter 3	Mar. 31
Midterm (Quarter 4)	May 3
Quarter 4	Jun. 3
Graduation	Jun. 3

Trimester 1	Nov. 25
Trimester2	Mar. 05
Trimester 3	Jun. 03

Pupil Days	173
Inservice days	7
Teacher Contract Days	180

EVERY Wednesday is Early Dismissal – 1:45 pm

Rock Ridge Public School District #2909
Parkview Learning Center
School Calendar 2020 – 2021

All dates are subject to change

August 31, September 1-3		Teacher In-service - No classes
Monday, September 7		No School/ Labor Day
Tuesday, September 8		First Day of Classes
Thursday, September 24		Parkview School Picture Day
Monday-Wednesday, October 12 - 14		Parkview Fall Bookfair
Monday & Tuesday, October 12 & 13		Parkview Parent Teacher Conferences
Thursday & Friday, October 15 & 16		Teacher Convention – School Closed
Thursday, October 29		Parkview School Picture retakes
Friday, October 30		PTA Fall Harvest Day
Monday, November 9		School Closed – Teacher Inservice
Wednesday, November 25		End of Fall Trimester
Thursday & Friday, Nov. 26 & 27		Thanksgiving Break- School Closed
December 23 – January 1, 2021		Winter Break – School Closed
Thursday, January 4		Classes resume after winter vacation
Monday, January 18		No School /Martin Luther King, Jr Day/ Teacher In-Service Day
Monday, February 15		President's Day - School Closed
Monday – Friday, March 1-5		Parkview Spring Book Fair
Friday, March 5		End of Winter Trimester
Friday, March 12 - Monday, March 15		School Closed - Spring Vacation Day/ Conference Exchange Day
Friday & Monday, April 2 & April 5		Spring Break
Tuesday, April 6		Classes resume after Spring break
Tuesday, April 13		Spring Picture Day
Monday, May 31		Memorial Day – No School
TBD		Parkview Game Day (grades 2+3)
TBD		Parkview Game Day (grades K + 1)
Thursday, June 3		Last Day of School / End of Spring Trimester

EVERY Wednesday
is Early Dismissal – 1:45 pm

ALL ABOUT US

The Parkview Learning Center houses students in grades Pre-K through 2. Your child's safety and well-being are our number one priority. We will do whatever it takes to ensure that your child has a positive learning experience and is kept in a safe, secure learning environment.

During the 2020 - 2021 school year Parkview Learning Center will educate about four hundred students in grades Pre-K through two. All first and second grade students will spend fifty minutes each day with one of the five "specialist" teachers on staff who will prepare lessons in, music, physical education, computer technology, and art. Parkview Learning Center will also have programs to meet the needs of students who are having difficulty mastering reading and math (Title I), students who have a Learning Disability (LD), students who are Developmentally Cognitively Delayed (DCD), students who have emotional/behavior disorders (EBD) and students with (ASD). We offer many more programs to meet the individual needs of students.

Parkview Learning Center School offers a well-rounded, educational program designed to provide a challenge for students with a wide variety of educational needs. Through our encouragement of parental participation, our rigorous curriculum and the high standards of our teaching staff, Parkview Learning Center School makes the Rock Ridge School District's beliefs come to life: An educational environment designed to inspire passion and joy for everyone. Collaborative educational experiences with immediate real-world applications. Meaningful integration of community professionals into the daily education of students. Adaptable learning spaces that will continually meet the needs of an ever-changing world.

We want to assure you that we do all we can to protect your students while they are attending school. When you visit our school, please use Door #1 on the east side of the building and register in the office.

ASBESTOS NOTIFICATION

The Rock Ridge Public Schools has established an asbestos abatement and management plan for all asbestos containing building materials. All of our buildings are regularly inspected to ensure compliance. If anyone has questions or concerns, please contact the District's Director of Maintenance at 742-3939.

AFTER SCHOOL PLANS

Your kids are important to us. Please communicate with your child, before they come to school, about where they are supposed to go after school. We seem to have an increase of students unsure of what they are supposed to do after school or where they are supposed to go and we do not have a note that tells us anything different from their normal route home. If your after school plans change, please send a note to school with your child so the teacher can get your child to the proper place. If you must call the school to change your after-school plans, please call before 1:30 and be sure that you talk to someone in person. Do not leave a message and expect that it will be heard before 1:45/2:45 p.m. If there is no answer, please call back after a few minutes and speak with the secretary.

The safety and security of your children are of the utmost concern for us and we want to make sure we deliver them back to you every night. Changes in plans, or not knowing plans, makes this very difficult for us.

If your change in plans is immediate, do not leave a message, talk to a person directly.

ATTENDANCE
Board Policy #503

All Parkview Learning Center students are expected to attend school daily and to report to class on time. The Parkview Learning Center is staffed from 7:45 a.m. until 3:45 p.m. The playground is staffed starting at 7:30 a.m. Students enter the building at 8:05 a.m. each morning (except on very cold or rainy days when students enter the building as soon as they arrive), and classes begin at 8:05 a.m. Students dismiss at 2:45 p.m and at 1:45 on all Wednesdays.

Minnesota State Law says that all children between the ages of seven and seventeen are required to attend school and that "the principal shall make and file a complaint against person neglecting or refusing to comply with the provisions of the law." **Regular, punctual attendance is directly related to success in academics and establishes a habit of dependability important to the future of the student.**

2018 Minnesota Statutes 120A.22 Compulsory Instruction

Subd. 5.**Ages and terms.**

(a) Every child between seven and 17 years of age must receive instruction unless the child has graduated. Every child under the age of seven who is enrolled in a half-day kindergarten, or a full-day kindergarten program on alternate days, or other kindergarten programs shall receive instruction. Except as provided in subdivision 6, a parent may withdraw a child under the age of seven from enrollment at any time.

(b) A school district by annual board action may require children subject to this subdivision to receive instruction in summer school. A district that acts to require children to receive instruction in summer school shall establish at the time of its action the criteria for determining which children must receive instruction.

(c) A pupil 16 years of age or older who meets the criteria of section 124D.68, subdivision 2, and under clause (5) of that subdivision has been excluded or expelled from school or under clause (11) of that subdivision has been chronically truant may be referred to an area learning center. Such referral may be made only after consulting the principal, area learning center director, student, and parent or guardian and only if, in the school administrator's professional judgment, the referral is in the best educational interest of the pupil. Nothing in this paragraph limits a pupil's eligibility to apply to enroll in other eligible programs under section 124D.68.

§

Subd. 6.**Children under seven.**

(a) Once a pupil under the age of seven is enrolled in kindergarten or a higher grade in a public school, the pupil is subject to the compulsory attendance provisions of this chapter and section 120A.34, unless the board of the district in which the pupil is enrolled has a policy that exempts children under seven from this subdivision.

(b) In a district in which children under seven are subject to compulsory attendance under this subdivision, paragraphs (c) to (e) apply.

(c) A parent or guardian may withdraw the pupil from enrollment in the school for good cause by notifying the district. Good cause includes, but is not limited to, enrollment of the pupil in another school, as defined in subdivision 4, or the immaturity of the child.

(d) When the pupil enrolls, the enrolling official must provide the parent or guardian who enrolls the pupil with a written explanation of the provisions of this subdivision.

(e) A pupil under the age of seven who is withdrawn from enrollment in the public school under paragraph (c) is no longer subject to the compulsory attendance provisions of this chapter.

(f) In a district that had adopted a policy to exempt children under seven from this subdivision, the district's chief attendance officer must keep the truancy enforcement authorities supplied with a copy of the board's current policy certified by the clerk of the board.

Our goal is to see that students receive the maximum benefit from their school experience by being in class every day. In order to operate efficiently, **WE NEED YOU TO INFORM US WHEN YOUR CHILDREN ARE GOING TO BE ABSENT FROM SCHOOL.** In most cases, this will require a telephone call the day of your child's absence.

ABSENCES

Excused Absences: An excused absence is one in which the parent/guardian has informed the school, and the school has approved a student to be absent. The following reasons shall be sufficient to constitute an excused absence:

1. serious illness in the student's immediate family
2. death in the student's immediate family or of a close friend/relative
3. medical or dental appointments that cannot be made after school hours or at other times when school is not in session
4. court appearances
5. religious instruction not to exceed three hours in any week
6. removal of a student because of suspension
7. family activities with prior approval of school administration

Procedures for Excused Absences.

A. **Parent/guardian must notify the school office by calling 742-3801 preferably before school starts (or by 9:00 a.m.) and giving the following information: child's name; grade; teacher's name; reason for absence; length of absence (if known); and any make-up work requests (if the student will be out more than one day).** The office staff is on duty at 7:45 a.m.; should they not be at the phones, leave the information via a voice message. Make-up work requests will not be ready to be picked up in the office until 2:45 p.m. the following day, as teachers cannot interrupt their teaching to prepare homework to be picked up in the middle of the day. You may also request to have the work sent home with another student, in which case you need to leave the name and classroom of the child who is to bring the work home.
B. **Upon returning to school, every absent student must present his/her teacher with a re-admittance note**. The note must include the student's name, the date of absence, the reason for the absence, and the parent/guardian's signature.
C. **No notification of any type by a parent/guardian will result in the absence being unexcused.**

Procedures for Prearranged Absences:

The school strongly recommends that family vacations be scheduled on days when school is not in session. If a student must miss school, the following procedure should be followed: At least two school days prior to the student's prearranged absence, the student must bring a note to the school office stating the reason and the dates for the absence. The office will then forward the note to the

student's teachers. Because it is difficult to estimate the amount of material which will be covered in the student's absence, we have found it beneficial to have students make up their missed work when they return to school. In some cases teachers may prefer to send some homework in advance; we will leave that up to the discretion of the individual teachers. Please check with your child's teacher to determine his/her preference.

Extended Absences

If a health situation arises and your child will not be able to attend school for an extended period of time, notify the school office. Arrangements can be made to continue your child's education by homebound tutoring. A written medical request by your child's physician and the principal's approval are needed to provide this service.

TARDINESS

Students are expected to be in their classrooms by 8:30 a.m. Failure to do so constitutes tardiness.

Excused Tardies: Excused tardies include being absent from an assigned area from 0-3 hours for the following reasons:

1. medical or dental appointment
2. court appearances
3. late bus
4. bad weather; physical emergency conditions such as fire, flood
5. illness
6. serious illness in the student's family
7. a death in the immediate family or of a close friend or relative
8. attendance at the school breakfast program
9. tardiness incurred because school staff has detained the student

Unexcused Tardies: An unexcused tardy is failing to be in an assigned area at the designated time the class period commences from 0-3 hours without one of the valid excuses listed above (examples: oversleeping; missing the bus). The tardy will be recorded on the student's attendance record. Consequences for unexcused tardies will be on an individual case basis and at the building principal's discretion.

TRUANCY

Truancy is when a student is absent from school with or without parental and/or school knowledge or consent.

Continuing Truant

Continuing truant means a child who is subject to compulsory instruction and is absent from instruction in an elementary school without a valid excuse for three days. If a student at the Parkview Learning Center is a "continuing truant" we will follow the procedures outlined in
M.S. 260 A.03 which say that the school must notify the parent:

1. that the child is truant
2. that if he/she has an excuse, he/she must present it
3. that there should be meetings to try to solve the problem
4. that ultimately the parents, as well as the child, could end up in court

Habitual Truant

A habitual truant is a child under 16 years of age who is absent from elementary school without a lawful excuse for seven school days. Minnesota law M.S. 260 A .01 dictates that a representative of the school shall refer a habitual truant child and parents/guardian to the county intervention services. If

the intervention services cannot resolve the attendance problems of the truant student, the matter will be referred to the county attorney under section M.S. 260 A.07.

BICYCLES/HEELYES/ROLLERBLADES/SCOOTERS/SKATEBOARDS

Heeleys (shoes with wheels attached), skateboards, rollerblades and scooters may not be used on school property.

BIRTHDAYS

Please let the teacher know if you would like to send treats to class to celebrate your child's birthday. **All treats must be commercially made, as home-baked items cannot be given to students due to state health regulations**. We request that you send any party invitations to students through the mail instead of passing them out at school. It is easy for feelings to be hurt unintentionally when invitations are distributed at school.

BREAKFAST

The school cafeteria will be offering a daily breakfast program for those students who would like to participate from 7:45-8:15 a.m. Students wishing to eat a school breakfast should go directly to the cafeteria upon arrival to Parkview in order to **finish eating by 8:15 a.m**. When students are finished they are expected to empty their tray and go directly outside for morning recess or to their classroom depending on the time. Students are not to remain in the cafeteria to socialize.

Breakfast prices are:

Free and Reduced - FREE
Elementary - $1.90
Milk - $0.65

BULLYING
Board Policy # 514

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel.

However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

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

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

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, or false reporting of bullying, permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved;
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. The school district will act to investigate all complaints of bullying 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.

BUS SAFETY PROCEDURES

We are fortunate to have a school district that provides safe, efficient bus transportation for our students. The schedule of bus times and routes appears in the district's back to school newsletter just before school opens each year. If you have questions about bus information please call the school Transportation Director, Mr. Bob Voss at (741-6240).

The first month of school is School Bus Safety Month. During Bus Safety Month, all Parkview Learning Center students will receive school bus safety training. We ask your cooperation in reminding students that they are to be responsible citizens on the buses as well as in the classrooms.

Please take some time to review with your children the school board approved bus procedures and consequences listed below.

Rules for Waiting at the Bus Stop

1. Be on time.
2. Respect others and their property.
3. Stay away from the street, road or highway.
4. Keep safety in mind...no shoving, running or pushing.

Procedure for Boarding a School Bus

1. Line up in single file.
2. Approach the bus only when it has stopped and the driver has opened the door.
3. Don't push or crowd others.
4. Use the handrail, climb the steps one at a time, and be seated quickly.

Rules When Riding the Bus

1. Obey the driver's instructions.
2. Promptly be seated and remain in your seat.
3. Speak quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep the bus clean and do not damage it.
6. Do not throw any object.
7. Do not bring weapons/dangerous objects on the bus.
8. The use of alcohol, tobacco and drugs is prohibited.
9. Fighting, harassment, and horseplay are prohibited.

Procedure for Leaving a School Bus

1. Remain seated until the bus stops.
2. Let the students in front get off first.
3. Don't push or crowd.
4. Watch your step and use the handrail.
5. Move out of the "danger zone."

Procedure for Safe Crossing of Vehicle Lanes

1. Move away from the side of the bus, to at least 10 feet in front of the bus.
2. Turn to the driver and make eye contact.
3. Wait for the driver to signal that it is safe to cross.
4. Walk 10 feet in front of the bus, stopping to check for vehicles that might violate the stop arm.
5. When it's safe, complete the crossing.

Procedures for Emergency Evacuation

There are three different evacuation plans:

1. using only the front service door
2. using only the rear (or side) emergency door
3. using both the service door & the emergency door

Whichever plan is used, students need to:

1. Be quiet and wait for instructions from the driver.
2. Be alert and move quickly.
3. Keep your feet out of the aisle; go out seat-by-seat, alternating sides.

4. Duck your head when going out the emergency door.
5. After you are out of the door, move away from the bus as this clears the way for others to follow.
6. Go a distance of at least 100 feet from the bus and remain there in a group until given further instructions by the driver.

Consequences for failure to abide by bus rules are as follows:
(Elementary (K – 6)

1st offense:	warning; parents notified by mail
2nd offense:	warning; parents are called
3rd offense:	up to a 3 day suspension from riding the bus; parents are called
4th offense:	up to a 10 day suspension from riding the bus; meeting with parent(s)

Further offenses will be individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

CHILD ABUSE AND NEGLECT

District employees are required by law to immediately report evidence of child physical or sexual abuse, neglect, or emotional maltreatment to the Child Protection Unit of St. Louis County Social Services. Any person who is required to report this evidence and willfully fails to do so will be guilty of a misdemeanor. At the same time, any person who reports child physical or sexual abuse, neglect, or emotional maltreatment is immune from civil or criminal liability. The purpose of reporting such an incident is not to accuse or punish anyone but to help ensure that the situation does not continue.

CODE OF CONDUCT
Board Policy # 506

Code of Conduct: We believe that students and staff have a right to be safe, a right to be treated kindly, and a right to learn. To help ensure that these rights are upheld, we have adopted policies and procedures to give our students directions and set the limits which must be maintained to offer an effective learning environment. While each teacher will display his/her own set of classroom rules, the conduct guidelines that follow are implemented school wide.

Hallway:

1) Be kind
2) Walking feet
3) Voices quiet
4) Hands and feet to self
5) Facing forward
6) Follow directions given by adults

Cafeteria:

1) Be kind
2) Once seated, stay seated

3) Use an inside voice
4) Speak politely to cafeteria staff and tablemates
5) Clean up after yourself
6) Follow directions given by adults

Bathroom:

1) Be kind
2) Respect the privacy of others
3) Clean up after yourself
4) Wash your hands after using the restroom
5) Use facility appropriately
6) Follow directions given by adults

Playground:

1) Be kind
2) Remain in the designated area
3) Use equipment safely
4) Report any injuries or problems to an adult
5) Play safely
6) Follow directions given by adults

Definitions of Conduct:
Disciplinary action may be taken against students for any behavior which is disruptive to good order or which violates the rights of others at school, at school activities or while being transported by or for the school. The following acts are unacceptable behavior subject to disciplinary action at our school but are not all inclusive:

A. Truancy and Unauthorized Absences (Parkview Learning Center School's procedures for dealing with this behavior are included under the section entitled Attendance)
    1. As required by current statutes, regulations of the State Department of Education and the School Board of this District, students shall be in attendance each day that school is in session. The authority to decide whether an absence is excused or unexcused rests with the building principal. Students returning to school following an absence will be expected to complete all missed assignments within a reasonable period of time.
    2. Truancy, for the purposes of this policy, is absenting ones self from school without the approval of the school.
    3. If a student develops a pattern of tardiness or truancy disciplinary action will be taken.

B. Damage to School or Personal Property
    1. Vandalism: Damage to or destruction of school property or property of others by students.
    2. Theft: Theft is the act of intentionally and without "claim of right" taking, using, transferring, concealing, or retaining possession of movable property of another without ones consent and with intent to deprive the owner permanently of the property, or the finding of lost property and not making reasonable effort to find the owner.

C. Physical Assault
    1. Physical assault is an act that intentionally inflicts or attempts to inflict bodily harm upon another.

D. Verbal Assaults
    1. Verbal assaults are abusive, threatening, profane, or obscene language either oral or written by a student toward a staff member or another student including conduct which degrades people because of their sex, race, religion, ethnic background, or physical or mental handicaps.

E. Threats and Disruptions

Dangerous Threats: Threats to normal school operations or school activities, including but not limited to the reporting of dangerous or hazardous situations that do not exist.

    1. School Disruptions: Any student who disturbs or interrupts the peace and good order of the school or school- sponsored activities will be subject to disciplinary action.

F. Dangerous, Harmful, and Nuisance Substances and Articles

    1. Alcohol: Students are prohibited from using, possessing, or being under the influence of alcoholic beverages at school, on school grounds, or at school-sponsored activities.
    2. Drugs: Students are prohibited form using, possessing, distributing, or being under the influence of illegal drugs or narcotics at school, school-sponsored activities, or on school grounds.
    3. Use of Tobacco: Tobacco use/possession by students is prohibited at school, at school sponsored activities, and on school grounds
    4. Harmful or Nuisance Articles: The possession or use of articles that are nuisances, illegal, or that may cause harm to persons or property is prohibited at school and school-sponsored activities.

G. Failure to Identify Oneself: Failure to provide proper identification upon request of a staff member is unacceptable behavior.

H. The violation of any state or local law or the violation of any federal law is unacceptable behavior.

I. The following constitute unacceptable behavior:
    1. Willful conduct which materially and substantially disrupts the right of others to an education.
    2. Willful conduct which endangers school district employees, the pupil or other pupils, or the property of the school.
    3. Willful violation of any rule of conduct specified in this handbook.
    4. Violation of the School District Sexual Harassment Policy
    5. Violation of the School District's Weapon Policy

Disciplinary Action for Inappropriate Behavior
Consequences for inappropriate behavior may include but are not limited to: Meeting with teacher or principal; *detention; loss of school privileges **(field trips, music "Sings", school activities, etc.); notification of parent/guardian; parent conference; *removal from class; *suspension; bus suspension; modification of school program; notification of police; expulsion; and others as**

determined by the principal and staff. The principal will impose consequences on a case-by-case basis.

We have included below the definitions of the *terms as identified in the Pupil Fair Dismissal Act. We have also listed the procedures we follow at Parkview Learning Center when implementing these consequences:

Detention: Noon Detention
Noon Detention is a form of discipline that requires a student to remain in the office during noon recess. Detention will be held Monday-Friday in the Noon Detention Management Center, which will be in the Parkview Office. Students may be assigned time in the Noon Detention Management Center for:

1. Neglect of work in the classroom.
2. Misbehavior (disregarding classroom or school rules)
3. Repeated tardiness.
4. Unexcused absence (truancy)
5. Cheating or test/assignment compromise

The following steps will be followed before the Noon Detention Management Center is used:

1. Each teacher will display a set of rules for their classroom including assignment completion and classroom discipline.
2. When a child becomes deficient in completing assignments or misbehaves the teacher will confer with the child.
3. The teacher will use positive techniques.
4. The principal may speak with the child.

If the preceding steps are unsuccessful the child will be assigned time in the Noon Detention Management Center.

1. A note will be sent home notifying the parent that the child will be kept in for noon detention.
2. If there is still continued misbehavior and/or a lack of effort in completing schoolwork after spending time in the Noon Detention Management Center, other solutions may be employed, including conferring with the parent, removal from class, or suspension.
3. When students choose to behave in ways that we feel are blatantly unacceptable or if they are endangering others, they may be assigned detention, removal from class, or suspension without going through the preceding steps.

Removal from class:
Violation of a teacher's conduct guidelines may result in a student being removed from class. Removal from class is the short-term exclusion of a student from his classroom situation during which time the school retains custody of the student. Students shall be removed from class only upon agreement of the appropriate teacher and principal after an informal conference with the pupil. At the conference, the teacher will notify the pupil/principal of the grounds for removal, provide an explanation of the evidence, and have the pupil present his/her version of the facts. The decision as to removal shall ultimately be up to the principal. The removal from class may be imposed without an informal conference where it appears that the student will create an immediate and substantial danger/disturbance to himself or to persons or property around him. The length of time of the removal from class shall be at the discretion of the principal after consultation with the teacher. It will be the teacher's responsibility to notify the parents (by phone or letter) about their student's removal from class. Students shall be returned to class upon completion of the terms of the removal established at the informal administrative conference.

Suspension:
Suspension is defined as exclusion of a student from all curricular activities due to inappropriate behavior or infractions of the code of conduct policies/procedures outlined in this handbook. Suspension may be exercised by the principal when it is determined that removal from all curricular activities is necessary for the best interests of the educational program, the student involved or other students. Suspension is a more severe consequence than detention or removal from class.
Parkview Learning Center will assign out-of-school or in-school suspension. During out-of-school suspension the student is prohibited from attending school for a period of time. The school may place a student in "in-school" suspension for a period of time rather than out-of-school suspension. The discretion will be left up to the building principal.

The following is a list of possible reasons for suspension:

1. Possession, evidence of intoxication, or use of narcotics, unauthorized drugs, alcohol, or tobacco in the school, on school grounds or at school sponsored activities
2. Truancy
3. Willful destruction or damage to school property
4. Bringing a weapon or look alike weapon to school or to a school activity
5. Violation of school or classroom rules
6. Reoccurring detention
7. Misconduct of a nature that interferes with the legal and personal rights of others, specifically the right to an education and which presents a danger to the health, safety, welfare, and morals to any person, including the offender, in the school or at school related activities
8. Theft of personal or school property
9. Any commission of a crime in a school building or on school grounds
10. Insubordination Physical or verbal assault upon a student, member of the faculty, administration or other school employee
11. Sexual, religious, or racial harassment or violence
12. Any sufficient grounds rendering the attendance of the student hostile to the educational program of the school district which results or may result in a disruptive influence on the educational program or on other students or school personnel.

Procedure for suspensions:

A. An informal conference will take place between the principal and the pupil. The conference will take place before the suspension, except where it appears that the pupil will create an immediate danger to self or surrounding persons or property, in which case the conference will take place as soon as practical. At the conference the principal will notify the student of the grounds for suspension, provide an explanation of the evidence; and the pupil will have the opportunity to tell his/her version of the facts.

B. A written notice containing the grounds for suspension, a brief statement of the facts, a readmission plan and a copy of the Pupil Fair Dismissal Act shall be served upon the pupil at the time the suspension is to take place and upon the pupil's parents by mail within 48 hours of the conference.

C. Effort will be made to notify the student's parent or guardian of the suspension by telephone as soon as possible following the suspension.

D. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate danger, written notification of the reasons for and the length of the suspension and the procedure for re-admittance, if applicable, shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

E. If requested by the parent or guardian, a conference may be held with the principal to discuss the suspension.

Expulsion:
A school board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled (Example of an instance where a student may be expelled: bringing a gun to school).

Readmission Plan:
A student and their parent/guardian will need to go through a readmission plan meeting with the building principal after a suspension period and before they resume attending school. At this time, a plan will be developed and signed by the student and principal so that the student understands the consequences for any further behaviors that could result in disciplinary action.

All students are protected under the Pupil Fair Dismissal Act. Students involved in suspension or possible expulsion will be given a copy of this document which outlines the steps the school district will be taking and defines the students' rights. Parents/guardians of students who have not been involved in suspension/expulsion situation who wish to view the Pupil Fair Dismissal Act may contact the school principal. Nothing in this handbook is intended to conflict with the Pupil Fair Dismissal Act.

COMMUNICATION

School to Home:
Open communication between home and school is critical to your child's success. Conferences, open houses, report cards, school bulletins, telephone calls, emails, parent portal, web pages, notes and newsletters are some of the ways we will use to keep you informed about your child's school experiences.

If you are visiting/entering Parkview Learning Center, for any reason, you will need to enter Door #1 on the east side of the building. This is the only public access during the school day. You are required to check into the office for a visitor badge.

With PowerSchool (our student information system), you have real-time access to read our calendar, catch up on your child's class assignments, and check on grades. Whether you want to view your child's attendance or grades or simply email a teacher, open your web browser to our district website at www.rrps.org and click on PowerSchool Portal on the top of the page. Wherever you have Internet access, you will be able to view your child's current grades, attendance, and other information at any time.

Report cards are issued three times a year. We distribute computer-generated report cards using PowerSchool software. PowerSchool is the name of the software that Rock Ridge Public Schools uses to manage its Student Information System.

Parent/teacher conferences in October will give teachers and parents a chance for two-way communication. We always have close to one hundred percent participation and are looking forward to keeping up that fine tradition!

Home to School:
We want everyone to feel welcome in our school at all times, and we also give uninterrupted instructional time a high priority. In the interest of least disruption to our school's role in educating children, we ask that you follow this list of procedures when visiting the school:

With safety as our utmost concern, Door #1 will be the only public entrance into the Parkview Learning Center. Upon entrance, please report directly to the office. We will be happy to assist you

with any need you may have to communicate with your child or his/her teacher. Parent volunteers are also asked to check in at the office before proceeding to their work area. Volunteers and visitors will be asked to wear a visitor/volunteer badge (obtained from the office).

When picking up your student from Parkview, report to the Principal's office and arrangements will be made for your child to be brought to the office to meet you. **Again, all visitors, including parents, must report to the office upon entering the building.** If you are delivering books/materials/lunch/treats, etc. to your child, please bring them to the office. School personnel will either deliver the articles to the student or have the students pick them up during a non-instructional time of the day.

Telephone Calls:

1. Phone calls also constitute an interruption in instructional time and will not be routed to the classroom during school hours. If you have an emergency, please inform the school office (742-3801) by 1:30 pm and we will be able to get the necessary information to your child.
2. Classrooms will not be interrupted to give reminders to students about prearranged activities. We ask that you find other ways to help your child remember (a reminder note pinned to his/her school bag, etc.).
3. Cell phone use by students for personal calls is prohibited during school hours. Rock Ridge Public Schools will not be responsible for lost or stolen cell phones at school. Call the office if you need to contact you child in case of an emergency. Do not call your child's cell phone during the school day.
4. Student use of telephones is discouraged except in the case of an emergency. After-school plans should be made prior to leaving for school in the morning.
5. Parents who wish to contact a teacher should be prepared to leave a voice mail requesting that the teacher contact the parent at the teacher's convenience. Teachers are not available to come to the telephone when school is in session. Leaving a message may also be necessary before or after school, as teachers are often involved in conferences or meetings at these times.

If you wish to discuss any aspect of your child's education at any time throughout the year or if you have concerns or questions, please follow our school's "chain of command." First, call your child's teacher to make an appointment to discuss the situation. If your question is not answered or your problem is not resolved please call the Parkview Learning Center Principal at 742-3802.

Necessary Paperwork:

For your child's safety and security, please:

1. **Please review and update the emergency contact information sheet you receive the first day of school and let us know immediately if you have a change in address or telephone number.**
2. **Discuss with your child and your child's teacher what you expect your child to do in case of an early school closing due to a snowstorm or some other emergency.**
3. **Send a signed, dated note to school if:**
    a) **your child has been absent (give the reason for the absence)**
    b) **your child is going somewhere other than home after school**
    c) **your child is riding a different bus**
    d) **your child is leaving school early**
    e) **your child will be picked up by someone other than you (for your student's protection it is our policy not to release a student to anyone other than the parent unless we have a signed, dated note stating the name of the person who has permission to pick up the child)**

CONFERENCES/MEETINGS WITH PARENTS

Parents are asked to follow our "Code of Ethics and Ground Rules" when participating or attending in any school meetings, conferences, IEP meetings, etc. Termination of meetings can occur when and if necessary circumstances arise.

CONFERENCE PREPARATION

1. Decide in advance the questions you want to ask the teacher. It's a good idea to jot them down. Pinpoint specific concerns and avoid generalities.
2. Ask your child if there is anything he/she would like you to discuss with the teacher.
3. Think about things you want to tell the teacher about your child. There are many things you know that could help us better understand your child. The teacher is not prying when she/he asks about your child's family life, health, hobbies, and habits or feeling about school. Knowing these things will be helpful in planning an appropriate teaching approach for your child.
4. Look and listen before you leap. If you're concerned about school, keep cool until you hear the facts.
5. Don't expect the impossible. Be reasonable in what you expect the teacher to do and the amount of special attention that can be given to your child. Ask how you can help meet some of the child's needs at home.
6. Take notes during the conference and review them when you get home. Start right away on any action steps you and the teacher agreed upon.
7. The conference doesn't end here. You have the right to know at any time about your child's progress or problems. A phone call to your child's teacher will set up an appointment at a time convenient to both of you. Teachers value the interest and opinions of parents.

CODE OF ETHICS/GROUND RULES

1. Focus on the relevant issues and what is best for all students (or the student).
2. Stick to the agenda and/or timelines.
3. Use professional dialogue at all times.
4. Refrain from sarcasm and comments that are negative in nature.
5. Put any personal and political agendas aside.
6. Respect and welcome differences of opinion and listen to each other without interrupting.
7. Be honest, open-minded, and refrain from judging.
8. Support decisions made by the group.

DISMISSAL, BUS DEPARTURES AND ARRIVALS

Suggested arrival time before school is 7:55 a.m. We encourage parents that are dropping their students off for school to make a concentrated effort to arrive between 7:55 and 8:00 a.m.

Parkview students are not allowed to walk or ride bike to or from school unless accompanied by a parent.

Parents dropping children off at school after 8:10 a.m. are asked to accompany their child into the Parkview office to check in with the secretary.

All Parkview students are dismissed from school at 2:45 p.m. (1:45 p.m. on Wednesdays). If you are picking your child up after school, parents are to enter the school using Door #1 on the east side of the building. Parents will wait in the school cafeteria. Your children will be delivered to the cafeteria

at the end of the day. Children should not be left in the office as they wait for pick up. If you are going to be consistently picking up your child after 2:45, please make arrangements for your child to stay in the After-School Child Care.

DRESS CODE
Board Policy # 504

While it has become obvious nation-wide that dress codes are almost impossible to maintain, we credit our Parkview Learning Center families for the neat, appropriate attire of our students! Our school is a place for the business of education, and students' grooming and dress should be appropriate to the school setting, as well as appropriate for the season and the weather. Hats and headgear may not be worn in the building. Apparel may not include words or visuals that are obscene, abusive, and discriminatory or which advertise, or otherwise condone the use of drugs, alcohol or tobacco. Items of clothing which could be distracting to the educational process are considered inappropriate school attire. Students disregarding the dress code will be sent to the office. A parent may be asked to bring in alternate clothing or the student may use clothing available in the nurse's office.

Please do not send your child to school in flip-flop type shoes. These are unsafe while children are going up and down the school stairs and running around on the playground.

EMERGENCY SCHOOL CLOSING

The time is here again when schools close for inclement weather. We want you to be informed of the procedures that will be used if school closings are necessary. While we do not anticipate closing school often, you do need to be prepared. Schools close for non-weather related reasons also such as the loss of a utility like electricity or water. It is possible that buses may run in town but not on all rural roads.

There are three types of school closings. They are, closed for the day, a late start and an early dismissal. Late starts will always be two hours late. That means if class starts at 8:00 am on a normal day it will start at 10:00 am on a late start day. A cold breakfast will be available if there is a late start day. Preschool programs such as ECSE, ECFE, Learning Readiness and Head Start will communicate individually with parents what their schedule will be on late start dates. If there is an early dismissal, then After School Child Care will **not** be held.

The decision to close or start school late will be made early enough in the morning for parents to make adjustments in your personal schedules and to accommodate day care. Due to the fact that science has not advanced far enough yet to have weather forecasts that are 100% accurate, a decision to close school will not be made in the evening. You will need to wait until the morning to hear the announcement.

The Rock Ridge School District is linked to an Instant Alert System. Once you have signed up to accept information through this system, you will receive emails and/ or voicemails with important school announcements. This system will also alert you, by an automated phone message, to any school closings due to inclement weather.

In addition to an ~~i~~nstant Alert System, the radio and TV stations listed below will announce information concerning the Virginia Schools if school is canceled in the morning. The same stations will announce early dismissals due to severe weather or other emergencies.

Radio	Television
WEVE 97.9 FM 1340 AM	KDLH TV3
WTBX 93.9FM	KBJR TV6
Radio USA 99.9 FM	WDIO TV10
KMFG 106.3 FM KMFG/WMFG 1240 AM WNMT 650 AM	

The information will be put on the home page of the Virginia Public Schools school website. You may want to bookmark http://rrps.org/ as a favorite on your home computer.

Please **do not** call the school to find out if school is closed. This only interferes with the process of getting the information to the public in a timely manner.

You need to prepare your children for the winter season. I urge you to go to the Minnesota Department of Public Safety website. Go to their website, they have some great information there. Below is an example from their website.

Winter Attire: Dress warmly in loose-fitting, layered, lightweight clothing. Outer garments should be tightly woven, water repellent and natural wool, if possible. Wear a hat. More than half of body heat is lost through the top of the head. Wear mittens that are snug at the wrist. Mittens offer better protection than, gloves which allow your fingers to cool much faster. Cover your mouth and nose with a scarf to help protect lungs from cold air. Attempt to keep your feet as dry as possible.

Footwear: For safety purposes, students should wear shoes and socks to school. Flip/flops and open toe shoes are not appropriate for school.

FIRE DRILLS

Fire drills are conducted to practice quick building evacuation to reduce the probability of injury in the event of a real fire or other emergency. Explanations of exit routes are provided to each classroom. Teachers explain the procedures to follow. Students leave the building in a quiet and orderly manner and move away from the building to the sidewalks surrounding the school. On a signal that all is clear, students quietly return to their classrooms.

FRAGRANCES AND MAKEUP

Please refrain from using large amounts of fragrances. This will help increase our indoor air quality. Please do not bring makeup/fragrances to school as it is a distraction to the learning environment.

GRADING SCALE

E = Exceeds Standard
M = Meets Standard
N = Does Not meet Standard

S+ = Above Satisfactory
S = Satisfactory
N = Needs improvement

Kindergarten
S = Standard met
N = Standard Not Met

HEALTH SERVICES

The health and well-being of our students is a constant concern. A registered nurse is on daily duty at the Parkview Learning Center. The Nurse is available for consultation with parents and should be alerted if a child has a particular health problem that may affect his/her learning or functioning at school. All injuries/excuses must be cleared through the nurse. Nurse can be reached by calling 742-3821. Some health service activities conducted by our school nurse include:

1. Medication Administration
2. Vision and Hearing
3. Scoliosis screening
4. Immunization record review
5. Student health record review; current health information update obtained from parent and documented on health record
6. Maintaining emergency information on each student
7. Providing services for injury or illness
8. Assisting in identification, control and prevention of communicable diseases
9. Health Assessment for Individual Education Plan
10. Classroom presentations
11. Assist in maintaining a safe and healthy school environment

Accidents
Accidents in school, on the school grounds or occurring at a school event must be reported to the nurse and the principal. The student's health status will be assessed as to the degree of injury and treatment needed. Health service personnel will administer basic first aid.

If an injury needs further medical/dental assessment and/or treatment, parents will be called to transport their child to the health care facility of their choice. If parents cannot be reached, the designated individual on the emergency card will be called. Parents are responsible for the choice of treatment sought.

In the event of a life-threatening accident or emergency requiring immediate attention, parents will be notified by telephone as to the student's condition. The student will be transported by school vehicle or ambulance to the medical /dental facility designated by the parent. If the parents cannot be reached, the school authorities will use their judgment in calling an ambulance or the child's physician/dentist

per the Emergency Card information. If a parent does not approve of the aforementioned plan, he/she must designate in writing what they would like done and have it on file in the nurse's office.

Illness During School Day

When a student presents himself/herself at the nurse's office complaining of an illness, he/she will be assessed. The child will be monitored to determine if he/she should return to class or go home. If the child has symptoms that do not allow him/her to function in the classroom, the parent-guardian will be telephoned to transport their child home. When parents/guardians cannot be reached, information on the Emergency Card will be used. If the nurse is unable to reach anyone, the student will remain in the nurse's office the remainder of the day until an adult is reached. A child will never be sent home without consent from his/her guardian or the emergency phone numbers. Students being sent home due to an illness / injury will be dismissed from the Nurses' Office. Parents can pickup their child in the Parkview office. Parents/guardians or designated individuals listed on the emergency cards are responsible for transporting ill students home.

Immunizations

It is the parent's responsibility to have his/her child immunized. Minnesota law requires that in order to enroll or remain enrolled in a school, the parent must submit a statement to the school that shows the child is either:

1. Completely immunized against diphtheria, tetanus, pertussis, polio, Measles, and rubella according to child's age/grade level.
2. Medical or conscientious exemption

The School Health Service will annually review the immunization status of all students and make appropriate recommendations to complete the required immunization series or for boosters. Immunizations can be obtained from your family physician or the St. Louis County Health Department (call 749-0600) if your child is not covered under a private health insurance plan.

Medication Procedure

Medications must be dispensed by the school nurse when the student's health may be jeopardized without it, and when needed to maintain/promote the health of the student so that learning is enhanced.
All medication, including short and long-term medication, whether prescription or nonprescription, requires both physician and parental written consent.

If your student needs to take a prescription and or over-the-counter medication during school, the school district requires:

1. Signed written permission from the parent/guardian for school personnel to dispense medication. The statement must include: the name of the student, name of the medication, the reason the medication needs to be given, the route, the dosage, the time(s) the Medication Authorization form is available in the school health office.
2. A written statement from the child's health care provider which includes the name of the student, the name of medication, the reason the medication needs to be given (diagnosis), route, dosage, frequency and time of administration, possible side effects, termination date.

The physician must write this on a prescription form or use the district's Medication Authorization Form. The order must be updated annually. Updated consents will be obtained if orders change.

1. The school nurse will fax the Medication Authorization form to your child's health care provider prior to dispensing the medication if consent was not received with the parent permission statement.

2. Prescription medication must be in the properly labeled pharmacy container. Ask the pharmacist for a bottle for home and one for school.
3. Over the counter (non-prescription) medications must be in the original container that includes product instructions.
4. School personnel will not dispense medications that are sent to school in improperly labeled containers (i.e. plastic bags or containers envelopes, etc.)
5. Parent/guardian is responsible for providing all medications.
6. Parent/guardian are requested to bring controlled substances to school and give directly to Health Service personnel or other appropriate school personnel.
7. The school district retains the discretion to reject requests for administration of medication if the procedure is not allowed.
8. Only medications approved by the Food and Drug Administration (FDA) will be given.
9. Please refer to the school nurse at 742-3821, with questions or further clarification.

WHEN TO KEEP MY CHILD AT HOME
Many parents are frequently concerned about when to keep children home or send them to school. The following information is intended to help parents with this decision:
The child should stay home if she/he:

1. Has had a fever of 100 degrees or more, and should remain at home for 24 hours after the temperature returns to normal.
2. Has vomited or has had diarrhea, and should remain at home for 24 hours after it has stopped.
3. Has a persistent cough.
4. Has any rash.
5. Has open or draining skin sores.
6. Has inflamed or draining eyes or ears.

If your child is ill, please call the teacher to report the illness.

INDOOR AIR QUALITY

The Rock Ridge Public Schools has established an Indoor Air Quality Program. If any parents, staff or students have any questions or concerns, please contact the district's Indoor Air Quality Coordinator, at 749-5437. A copy of the plan will also be available for review in the building principal's office.

IN SCHOOL SUSPENSION

ISS services will be used at the discretion of the building principal. Typically, a student will be placed in ISS for repeated negative or inappropriate behaviors, repeated detentions, or a behavior that would warrant a consequence more severe than noon detention.

LOCKERS
Board Policy # 502

The 1995 Omnibus Crime Act creates a statewide school policy. It provides that it is the policy of the State of Minnesota that:

" School lockers are the property of Rock Ridge Public Schools. At no time does the

Rock Ridge District relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspection of the interior of lockers may be conducted by school authorities 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 authorities 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 authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials."

1. STUDENTS ARE RESPONSIBLE FOR ALL CONTENTS CONTAINED IN THEIR LOCKERS.
2. STUDENTS ARE ADVISED NOT TO LEAVE MONEY OR OTHER VALUABLES IN THEIR LOCKERS.
3. Students found tampering with another person's locker will be liable for in-school suspension.
4. STUDENTS ARE NOT TO CHANGE LOCKERS.
5. Students will be expected to honor a request by the administration to open his/her locker for inspection. Should a student refuse to honor the request, the school reserves the right to cut the lock on the student' s locker.

LOST AND FOUND

We have one lost and found table in the main hallway near the music room. Items are displayed, and those not claimed are disposed of. It's a good idea to mark your child's belongings, as many valuable pieces of clothing and equipment are turned in and never claimed.

LUNCH/PLAYGROUND PERIOD

The cafeteria is a place for students to eat their lunches and visit with their classmates. We do not assign seats, but we do require students to remain seated at one table with their class. Students spend about fifteen minutes of their lunch period eating their lunches and the other fifteen minutes outside on the playground. Students are supervised in the cafeteria and on the playground by four lunchroom aides. Students are encouraged to participate in our well-balanced, hot lunch program. Lunch costs are:

Free & Reduced - $ .00 Elementary - $2.60 Milk - $0.65

All parents are encouraged to complete the school lunch paperwork as part of the educational funding for our school is calculated according to how many of our students' parents complete free and reduced school meal forms and then qualify for free and reduced-price school meals.

* Lunch Times are subject to change. *

All 2nd graders will have lunch at 10:50
All Pre-K students will have lunch at 11:20
All 1st graders will have lunch at 11:55
All Kindergarteners will have lunch at 12:30

Students are not to remove food items from the cafeteria and bring outside onto the playground.

Please make certain your students arrive at school dressed for the weather (boots, mittens, hats) as they spend fifteen – thirty minutes on the playground after lunch. Only students who have written permission from their parents (requests that include illness must be accompanied by a doctor's excuse) will be allowed to stay in during the noon hour. Local pediatricians agree that if students are well enough to be in school, they should be able to play outdoors for a brief interval without endangering their health. The physical exercise/fresh air the students get at this time provides an outlet for energy and tension release and contributes to better attitudes and behavior in the afternoon. During very cold or rainy weather, all students are kept indoors with the playground aides supervising their inside activities.

PERSONAL PROPERTY

Students are not to bring to school personal property that is not directly related to class work (example: cell phones, video games, music devices, cameras, money in excess of a student's daily needs), as safe storage is a concern**. Parkview Learning Center will not be responsible for lost or stolen items.**

PEST CONTROL: (PARENT'S RIGHT TO KNOW ACT)

Our school district utilizes a licensed, professional pest control service form for the prevention and control of rodents, insects, and other pests in an around the district's buildings. The program consists of:

1. inspection and monitoring to determine whether pests are present and whether treatment is needs;
2. recommendations for maintenance and sanitation to help eliminate pests without the need for pest control materials;
3. utilization of non-chemical measures such as traps, caulking and screening; and application of EPA-registered pest control materials when needed.

Pests can sting, bite, cause contamination, damage property, and spread disease; therefore, we must prevent and control them. The long-term health effects on children from the application of such pest control materials, or the class of materials to which they belong, may not be fully understood. All pest control materials are chosen and applied according to the label directions per Federal law.

An estimated schedule of interior pest control inspections and possible treatments is available for review or copying at each school office. A similar estimated schedule is available for application of herbicides and other materials to school grounds. Parents of students may request to receive, at their expense, prior notification of any application of a pest control material, should an application be deemed necessary on a day different from the days specified in the schedule.

PETS

Students and parents are **not** to bring pets to school.

PTA

We have a GREAT PTA! Parkview Learning Center has a very strong, supportive Parent/Teacher Association that does wonderful things for our students and staff! The group coordinates lucrative fundraisers, runs a Book Fair, funds the transportation for class field trips, provides treats for school parties, coordinates school pictures, and honors and appreciates our teachers. Join PTA….it's a great way to get involved at the Parkview Learning Center! Contact the Parkview Learning Center School at 742-3801 or email the PTA at plcpta@gmail.com for more information.

SAFE SCHOOLS DRILLS

Minnesota State statute requires schools to have crisis management plans in place. As part of these plans, schools are preparing to better respond to a variety of potential crisis situations. Our school district has implemented a solid crisis plan, and our safe school drills will help builds students, parents and staff's confidence that we are prepared for any situations which could potentially jeopardize our safety. Our school has a Crisis Response Team with clearly defined roles, and staff has attended training sessions on the issues of crisis management. Our safe drills will include Classroom Lockdowns (example of need: unwelcome intruder); Classroom Evacuations (example of need: tornado); Building Evacuations (example of need: fire) and Campus Evacuations (example of need: bomb threat).
What can parents do to help support our safe school efforts?

1. Remind your children that there is a very slim chance of a crisis occurring. Like the Scout motto, "Be prepared," our intention in conducting numerous Safe Schools Drills is to stress the importance of safety and preparedness.
2. Stress to your children that while they needn't be fearful of our drills. They need to take them seriously and follow the procedures given by their teachers.
3. To protect our students from unwelcome intruders, we ask that all visitors to our school (including parents and volunteers) stop in the office or an identification badge. Wearing the badge assures our staff and students that you have checked in at the office and are a welcome visitor!
4. Get the facts – please do not spread rumors!

What if a crisis situation did occur?

In most cases your children would be cared for at the school. In the rare event of an emergency affecting the school that prohibited re-entry to the building (such as a fire or bomb threat), students would be accompanied to a predetermined alternate site off campus. In case of a school emergency situation, we ask that parents/guardians follow these procedures:

The Rock Ridge School District is linked to an Instant Alert System. Once you have signed up to accept information through this system, you will receive emails and/ or voicemails with important school announcements. This system will also alert you, by an automated phone message, to any school closings due to inclement weather.

In addition to an ~~i~~nstant Alert System, the radio and TV stations listed below will announce information concerning the Virginia Schools if school is canceled in the morning. The same stations will announce early dismissals due to severe weather or other emergencies.

1. The school closing announcements will be put on the following media stations:

Radio	Television
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WTBX 93.9FM	KBJR TV6
Radio USA 99.9 FM	WDIO TV10
KMFG 106.3 FM KMFG/WMFG 1240 AM WNMT 650 AM	

2. PLEASE DO NOT TELEPHONE THE SCHOOL. The phone lines must be used to respond to the emergency. Watch for an Instant Alert message.
3. PLEASE DO NOT COME TO SCHOOL UNLESS REQUESTED TO PICK UP YOUR CHILD AT SCHOOL.
4. If the incident necessitates relocation of staff and students to off campus locations, listen to the MEDIA for information as to where and when your children can be picked up. Only parents/guardians of the students will be allowed to remove their children from these locations.

SCHOOL SUPPLIES

Books and many other supplies needed during a normal school day are provided by the school district. We require that students take good care of our school equipment and books. Students will be expected to pay for lost or damaged books or equipment on a pro-rated basis.

SEXUAL, RELIGIOUS, RACIAL HARASSMENT POLICY
Board Policy # 413

Everyone at the Parkview Learning Center School has a right to feel respected and safe. Consequently, we want to familiarize you with our policy to prevent religious, racial or sexual harassment and violence of any kind.

A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:

1. name calling, jokes or rumors
2. pulling on clothing
3. graffiti
4. notes or cartoons
5. unwelcome touching of a person or clothing
6. offensive or graphic posters or book covers or
7. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

If any words or actions make a student feel uncomfortable or fearful, he/she needs to tell a teacher, a counselor, the principal or the Human Rights Officer, who is the School Nurse. Students may also make a written report. The students right to privacy will be respected as much as possible. We take all reports seriously and will take appropriate actions based on the reports. The school district will also

take action if anyone tries to intimidate the victim or take action to harm him/her because he/ she reported the situation.

This is just a summary of the Rock Ridge School District's policy against religious, racial and sexual harassment and violence. Complete copies are available in the Superintendent's office. Remember: Religious, racial and sexual harassment and violence are against the law! For more information contact:
School Nurse, Human Rights Officer,
Rock Ridge Public Schools
411 Fifth Avenue South
Virginia, MN 55792
749-5437, extension 1901

STUDENT SURVEY PUBLIC NOTICE
Board Policy # 520

PUBLIC NOTICE
Rock Ridge Public Schools gives notice to parents of students currently in attendance in the school district and eligible students currently in attendance in the school district. of their rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations.

1. Parents and eligible students and students are hereby informed that they have the following rights:
    a. All instructional materials, including teachers manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by parents or guardians of students.
    b. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an emancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
        1. political affiliation or beliefs of the student or the student's parent;
        2. mental and psychological problems of the student or the student's family;
        3. sex behavior or attitudes;
        4. illegal, antisocial, self-incriminating or demeaning behavior;
        5. critical appraisals of other individuals with whom respondents have close family relationships;
        6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
        7. religious practices, affiliations, or beliefs of the student or the student's parent;
        8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
    c. A parent, on behalf of a student or an eligible student, has the right to receive notice and an opportunity to opt the student out of participating in:
        1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to

others for that purpose.

2. The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Paragraph 1.b., above.
3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under state law.

d. This notice does not preempt applicable state law that may require parental notification.
e. The school district has developed and adopted a policy regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.
f. The school district will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes.
g. The school district will directly notify parents and eligible students, at least annually at the start of each school year, of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:
    1. Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
    2. Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
    3. Any nonemergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

STUDENTS TECHNOLOGY RESOURCES & INTERNET POLICY
Board Policy # 524

GENERAL STATEMENT OF POLICY

This policy has been implemented to clarify the responsibilities of users as well as the expectations of the District as they apply to the use of the District's Technology Resources. In making decisions concerning user access to the District's Technology Resources, the District considers its own stated educational mission, goals and objectives. Making Technology Resources available increases the possibility that some material may be obtained that is controversial, obscene, repulsive, or potentially harmful. However, the District believes that the educational, business and administrative value of the Technology Resources far outweighs the possibility that users may obtain material that is inconsistent with the educational goals and policies of the District. The District expects that the faculty will blend thoughtful use of the District's Technology Resources throughout the curriculum and will provide guidance and instruction to students in their use. This policy is consistent with other District policies that relate to proper behavior within the school setting. All users are expected to use the Technology Resources in a responsible, ethical and appropriate manner, and the District will actively focus on

providing individual users with the understanding and skills needed to use all Technology Resources in ways appropriate to educational needs and personal safety.

PURPOSE
The District provides access to Technology Resources because of the great informational and educational benefits that can be gained through the use of such resources. The primary use of the District's Technology Resources is to support the academic programs of the District to allow bona fide research and to support school related activities. The use of the District's Technology Resources will: (1) enhance classroom learning activities (2) facilitate professional or career development (3) assist in the collaboration and exchange of educational information. Use of the District's Technology Resources that is specifically aimed to assist users in performing the business and administrative functions of the District is also permitted.

TESTING

In a world of increasing system accountability, schools are being asked how well they are educating their students and how their students compare with students in other schools. To help measure our system's accountability and to give parents/students an idea of how we're doing, students at Parkview Learning Center participate in a new computer testing program called STAR 360. These tests measure academic progress in reading and math.

TITLE IX:

It is the policy of the Rock Ridge Schools not to discriminate on the basis of sex, race, creed, color or national origin in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Superintendent of Schools at 749-5437, extension 1901 or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

WEAPONS POLICY
Board Policy # 501

The following policy applies to students K-12 who are enrolled in all of the Rock Ridge Public Schools:

Possession of a weapon will result in (1.) an initial suspension for five days; (2.) confiscation of the weapon; (3.) police involvement as they will be contacted immediately; (4.) the completion of a thorough investigation. At the completion of the investigation, the student may be expelled.

Definition of Possession of a Weapon: possession refers to having a weapon on one's person or having a weapon in an area subject to one's control on school property or at a school activity.

Definition of a weapon: Weapon means any firearm, whether loaded or unloaded; any device or instrument designed as a weapon or, through its use, capable of threatening or producing great bodily harm or death; or any device or instrument that is used to threaten or cause bodily harm or death. Some

examples of weapons are (This is a partial list. Any device or instrument which does meet the above criteria and may cause great bodily hear or death could be included in this list.): A gun (including pellet guns, look-alike guns and nonfunctional guns that could be used to threaten others), knives, clubs, metal knuckles (used in a threatening manner), nunchucks, throwing stars, explosives, stun guns, and ammunition.

A student who finds a weapon on the way to school or finds a weapon in the school building and takes that weapon directly to the principal's office, shall not be considered in the possession of a weapon.

+Please keep this handbook for future reference.

Listed Policies:

Policy 413: *Harassment and Violence:*
The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. Rock Ridge Public Schools prohibits any form of religious, racial or sexual harassment and violence.

Policy 501: *Weapons Policy:*
The purpose of this policy is to assure a safe school environment for students, staff and the public.

Policy 502: *Search of student lockers, desks, personal possessions, and student's person:*
The purpose of this policy is to provide for a safe and healthful educational environment by enforcing Rock Ridge Public School's policies against contraband.

Policy 503: *Attendance:*
A. The Board of Education of Rock Ridge Public Schools believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between students and establishes regular habits of dependability important to the future of the student. The purpose of to encourage regular school attendance. It is intended to be positive and not punitive.
B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. This policy will assist students in attending class.

Policy 504: *Student Dress and Appearance:*
The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

Policy 506: *Student Discipline:*
The purpose of this policy is to ensure that students are aware of and comply with Virginia Public Schools' expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. Virginia Public Schools will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

Policy 514: *Bullying:*
A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. Virginia Public Schools cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

Policy 520: *Student Surveys:*
Occasionally Rock Ridge Public Schools utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

Policy 524: *Student Technology Use Agreement Policy:*
The term "Technology Resource(s)" includes, but is not limited to: computer hardware and software, Internet, web-pages, instant messaging systems, networks, telephones, pagers, scanners, printers, digital cameras, photocopy and facsimile machines and all communications and information communicated thereby, including e-mail and voice-mail and all communications and information transmitted by, received from, entered into, or stored in these resources. The term "District" refers to the Rock Ridge Public Schools, Independent School District #2909. The term "user(s)" includes all Rock Ridge Public Schools, Independent School District #2909 faculty/staff members, students, and any other person who may use or access the Technology Resources belonging to the District.

For a list of all board policies, please refer to the webpage below:
http://rrps.org/school-board/school-board-policies/

Last page reminders:

1. Send a signed, dated note to school if:
    a. your child has been absent (give the reason for the absence)
    b. your child is going somewhere other than home after school
    c. your child is riding a different bus
    d. your child is leaving school early
    e. your child will be picked up by someone other than you (for your child's protection it is our policy not to release a student to anyone other than the parent unless we have a signed, dated note stating the name of the person who has permission to pick up the child)

2. Upon returning to school, every absent student must present his/her teacher with a re-admittance note. The note must include the student's name, the date of absence, the reason for the absence, and the parent/guardian's signature.

3. Bring all medication to the school nurse, including short and long-term medication, whether prescription or non-prescription. We require both physician and parental written consent before it can be dispensed at school.

4. With safety as our utmost concern, we request that all visitors (including parents) first report to the office. We will be happy to assist you with any need you may have to communicate with your child or his/her teacher. Parent volunteers are also asked to check in at the office before proceeding to their work area. Volunteers and visitors will be asked to wear a visitor/volunteer badge (obtained from the office).

Parkview Learning Center

2020-2021

STUDENT HANDBOOK

Mrs. Sheena Stefanich, Principal

506 North 9th Ave.

Virginia, MN 55792

218-742-3801

rrps.org

COVID SPECIFIC INFORMATION

We are returning to campus in an in-person model unless your individual family selected distance learning. More information about these models will be shared by Dr. Schmidt, but included here are some highlights:

In Person Learning

1. Students are required to wear face protection unless an accommodation is on file; however, students will be given mask breaks when distance protocols can be implemented.

2. Students will report directly to breakfast or class upon arrival and will not be able to congregate in the hallways or play on the playground. Because of this, we ask that walkers and those with family transportation arrive as close to the actual class start time as possible. Building access will be open starting at 7:45 for students.

3. All visitors, including parents, should have an appointment to enter the school.

4. All families will be asked to complete a self-screening daily. While the school will utilize our health professionals if additional screenings are necessary, we do not currently plan to check temperatures at the door.

5. Meals may be served in classrooms and individualized as feasible. Cafeteria space may be used depending on circumstances.

6. Use of individual supplies, when available, otherwise shared supplies will be cleaned

7. No Use of Water Fountains — Students may bring water to drink. If bottle filling stations are available, they may be accessed.

8. Student pick-up and drop-off will be staggered by time and/or door.

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WELCOME TO PARKVIEW LEARNING CENTER

Welcome to the Parkview Learning Center! It is my pleasure to welcome you to the Rock Ridge Public Schools. The faculty and staff join me in saying we are happy to have you as part of the Parkview family. We strive to provide a wide variety of experiences that give students opportunities to further develop their social and academic skills. We promote a student-centered learning approach, higher level thinking and questioning, and positive behavior/social development.

We are proud of our high achieving, well-behaved students and exemplary teacher and support staff. To maintain our current level of excellence and to assist our students in complying with our school's code of conduct, we request that parents and students review the contents of this handbook together. The pages are filled with important information regarding school policy and procedures. If you have questions that remain unanswered after reading the handbook, please call the school office (742-3801). Please refer to this handbook throughout the school year, as it contains answers to many of the questions you may have about daily life at our school.

We feel that parental involvement is an important component of success in school. We encourage parents to talk with their children about school experiences, inquire about assignments, and insist that your children attend school regularly. We hope to see families attending conferences, volunteering in classroom activities, as well as actively participating with our PTA.

We look forward to celebrating with you the achievements of our students.

Sincerely,

Sheena Stefanich

Parkview Learning Center Staff
2020 - 2021 School Year

		EMAIL ADDRESS	*EXT.*	*Room*
Stefanich, Sheena	Principal	sheena.stefanich@rrps.org	4302	Office
Croft, Kathi	Secretary	kathicroft@rrps.org	4301	Office
Christenson, Kimberly	Secretary	kimmy.christianson@rrps.org	4305	Office
Frazee, Pam	Nurse	pamfrazee@rrps.org	4321	Nurse
Asuma, Melinda	Kindergarten	melinda.asuma@rrps.org	4171	181
Baumann, Shannon	Kindergarten	shannon.baumann@rrps.org	4164	166
Davidson-Teff, Hannah	Kindergarten	hannah.davidsonteff@rrps.org	4165	165
Seppala, Kathy	Kindergarten	kathy.seppala@rrps.org	4167	167
Tyminski, Anita	Kindergarten	anita.tyminski@rrps.org	4162	162
Zeidler, Emily	Kindergarten	emily.zeidler@rrps.org	4170	170
Cochems, Kayla	First Grade	kayla.cochems@rrps.org	4131	131
Davidson, Deron	First Grade	deron.davidson@rrps.org	4132	132
Peterson, Carolyn	First Grade	carolyn.peterson@rrps.org	4134	134
Tieberg, Ann	First Grade	ann.tieberg@rrps.org	4133	133
Voss, Kelli	First Grade	kelli.voss@rrps.org	4130	130
Westin, Caley	First Grade	caley.westin@rrps.org	4136	136
Marcella, Annie	Second Grade	annie.marcella@rrps.org	4207	207
Orso, Kati	Second Grade	katy.orso@rrps.org	4203	203
Reid, Nichole	Second Grade	nichole.reid@rrps.org	4206	206
Schroeder, Maggie	Second Grade	meggie.schroeder@rrps.org	4201	201
Sporich, Nina	Second Grade	nina.sporich@rrps.org	4202	202
Warren, Cullen	Second Grade	cullen.warren@rrps.org	4204	204
Keute, Sharon	Title I	sharon.keute@rrps.org	4170	126
Spelts, Beth	Interventionist	beth.spelts@rrps.org	4168	168
Anderson, Gina	Special Education	gina.anderson@rrps.org	4123	123
Erven, Tammy	Special Education	tammy.erven@rrps.org	4124	124
Schiller, Aubree	Special Education	aubree.schiller@rrps.org	4150	113
Scuffy, Crystal	Special Education	crystal.scuffy@rrps.org	4122	122
Kennedy, Kelly	Counselor	kelly.kennedy@rrps.org	1945	125
Hautamaki, Jenna	Speech	jenna.hautamaki@rrps.org	4119	119
Jackson, Jay	ADAPT	jjackson@vmps.org	4121	121
Swanson, Sue	ADAPT	sswanson@vmps.org	4121	121
Meissner, Deb	ESL	deb.meissner@rrps.org	4117	117
Kure, Althea	Art	althea.kure@rrps.org	4149	149
Sandstede, Julie	Music	julie.sandstede@rrps.org	4140	140
Caddy, Samantha	Technology	sam.caddy@rrps.org	4142	142
Casareto, Dominic	Physical Education	Dominic.casareto@rrps.org	4110	110
Skoglund, Taylor	Physical Education	taylor.skoglund@rrps.org	4110	110

Corey, Shelby	ECSE	scorey@northlandsped.org	4118	118
Evans, Kayla	ECSE	kevans@northlandsped.org	4118	118
McFaul, Laura	ECSE	lmcfaul@northlandsped.org	4118	118
Kush-Jeffery, Shanon	Early Childhood Coordinator	shanon.kush@rrps.org	4305	105
Bradford, Jane	Early Childhood	jane.bradford@rrps.org	4109	109
Kemen, Kathy	Early Childhood	kathy.kemen@rrps.org	4176	176
Koski, Dawn	Early Childhood	dawn.koski@rrps.org	4174	174
Lundstrom, Leanne	Early Childhood	leanne.lundstrom@rrps.org	4109	109
Matuszak, Bradley	Early Childhood	brad.matuszak@rrps.org	4173	173
Parent Coordinator	Early Childhood		4108	108
Schroeder, Alicia	AVID	alicia.schroeder@rrps.org	1236	236
Mariucci, Brooke	Indian Education	brooke.mariucci@rrps.org	4115	115
Andrick, Carrie	Kindergarten Prep Aide			
Kramer, Darren	Tech Integration	darren.kramer@rrps.org	1984	143

Virginia Public Schools

2020-2021 School Calendar

July					
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

August					T-1
3	4	5	6	7	S-0
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

September					T-20
	1	2	3	4	S-17
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

October					T-20
			1	2	S-20
5	6-M	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

November					T-19
2	3	4	5	6	S-18
9	10-Q1	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

December					T-16
	1	2	3	4	S-16
7	8	9	10	11	
14-M	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

January					T-20
				1	S-19
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26-Q2	27	28	29	

February					T-19
1	2	3	4	5	S-19
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25-M	26	

March					T-21
1	2	3	4	5	S-21
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31-Q3			

April					T-20
			1	2	S-20
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

May					T-20
3-M	4	5	6	7	S-20
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

June					T-4
	1	2	3-Q4	4	S-3
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

	First & Last Pupil Days
	No School
	Early Release Wednesdays
	Student Contact Days
	Teacher Inservice Days
	Conference Exchange Day

Midterm (Quarter 1)	Oct. 6
Quarter 1	Nov. 10
Midterm (Quarter 2)	Dec. 14
Quarter 2	Jan. 26
Midterm (Quarter 3)	Feb. 25
Quarter 3	Mar. 31
Midterm (Quarter 4)	May 3
Quarter 4	Jun. 3
Graduation	Jun. 3

Trimester 1	Nov. 25
Trimester2	Mar. 05
Trimester 3	Jun. 03

Pupil Days	173
Inservice days	7
Teacher Contract Days	180

EVERY Wednesday is Early Dismissal – 1:45 pm

Rock Ridge Public School District #2909
Parkview Learning Center
School Calendar 2020 – 2021

All dates are subject to change

August 31, September 1-3		Teacher In-service - No classes
Monday, September 7		No School/ Labor Day
Tuesday, September 8		First Day of Classes
Thursday, September 24		Parkview School Picture Day
Monday-Wednesday, October 12 - 14		Parkview Fall Bookfair
Monday & Tuesday, October 12 & 13		Parkview Parent Teacher Conferences
Thursday & Friday, October 15 & 16		Teacher Convention – School Closed
Thursday, October 29		Parkview School Picture retakes
Friday, October 30		PTA Fall Harvest Day
Monday, November 9		School Closed – Teacher Inservice
Wednesday, November 25		End of Fall Trimester
Thursday & Friday, Nov. 26 & 27		Thanksgiving Break- School Closed
December 23 – January 1, 2021		Winter Break – School Closed
Thursday, January 4		Classes resume after winter vacation
Monday, January 18		No School /Martin Luther King, Jr Day/ Teacher In-Service Day
Monday, February 15		President's Day - School Closed
Monday – Friday, March 1-5		Parkview Spring Book Fair
Friday, March 5		End of Winter Trimester
Friday, March 12 - Monday, March 15		School Closed - Spring Vacation Day/ Conference Exchange Day
Friday & Monday, April 2 & April 5		Spring Break
Tuesday, April 6		Classes resume after Spring break
Tuesday, April 13		Spring Picture Day
Monday, May 31		Memorial Day – No School
TBD		Parkview Game Day (grades 2+3)
TBD		Parkview Game Day (grades K + 1)
Thursday, June 3		Last Day of School / End of Spring Trimester

EVERY Wednesday
is Early Dismissal – 1:45 pm

ALL ABOUT US

The Parkview Learning Center houses students in grades Pre-K through 2. Your child's safety and well-being are our number one priority. We will do whatever it takes to ensure that your child has a positive learning experience and is kept in a safe, secure learning environment.

During the 2020 - 2021 school year Parkview Learning Center will educate about four hundred students in grades Pre-K through two. All first and second grade students will spend fifty minutes each day with one of the five "specialist" teachers on staff who will prepare lessons in, music, physical education, computer technology, and art. Parkview Learning Center will also have programs to meet the needs of students who are having difficulty mastering reading and math (Title I), students who have a Learning Disability (LD), students who are Developmentally Cognitively Delayed (DCD), students who have emotional/behavior disorders (EBD) and students with (ASD). We offer many more programs to meet the individual needs of students.

Parkview Learning Center School offers a well-rounded, educational program designed to provide a challenge for students with a wide variety of educational needs. Through our encouragement of parental participation, our rigorous curriculum and the high standards of our teaching staff, Parkview Learning Center School makes the Rock Ridge School District's beliefs come to life: An educational environment designed to inspire passion and joy for everyone. Collaborative educational experiences with immediate real-world applications. Meaningful integration of community professionals into the daily education of students. Adaptable learning spaces that will continually meet the needs of an ever-changing world.

We want to assure you that we do all we can to protect your students while they are attending school. When you visit our school, please use Door #1 on the east side of the building and register in the office.

ASBESTOS NOTIFICATION

The Rock Ridge Public Schools has established an asbestos abatement and management plan for all asbestos containing building materials. All of our buildings are regularly inspected to ensure compliance. If anyone has questions or concerns, please contact the District's Director of Maintenance at 742-3939.

AFTER SCHOOL PLANS

Your kids are important to us. Please communicate with your child, before they come to school, about where they are supposed to go after school. We seem to have an increase of students unsure of what they are supposed to do after school or where they are supposed to go and we do not have a note that tells us anything different from their normal route home. If your after school plans change, please send a note to school with your child so the teacher can get your child to the proper place. If you must call the school to change your after-school plans, please call before 1:30 and be sure that you talk to someone in person. Do not leave a message and expect that it will be heard before 1:45/2:45 p.m. If there is no answer, please call back after a few minutes and speak with the secretary.

The safety and security of your children are of the utmost concern for us and we want to make sure we deliver them back to you every night. Changes in plans, or not knowing plans, makes this very difficult for us.

If your change in plans is immediate, do not leave a message, talk to a person directly.

ATTENDANCE
Board Policy #503

All Parkview Learning Center students are expected to attend school daily and to report to class on time. The Parkview Learning Center is staffed from 7:45 a.m. until 3:45 p.m. The playground is staffed starting at 7:30 a.m. Students enter the building at 8:05 a.m. each morning (except on very cold or rainy days when students enter the building as soon as they arrive), and classes begin at 8:05 a.m. Students dismiss at 2:45 p.m and at 1:45 on all Wednesdays.

Minnesota State Law says that all children between the ages of seven and seventeen are required to attend school and that "the principal shall make and file a complaint against person neglecting or refusing to comply with the provisions of the law." **Regular, punctual attendance is directly related to success in academics and establishes a habit of dependability important to the future of the student.**

2018 Minnesota Statutes 120A.22 Compulsory Instruction

Subd. 5.**Ages and terms.**

(a) Every child between seven and 17 years of age must receive instruction unless the child has graduated. Every child under the age of seven who is enrolled in a half-day kindergarten, or a full-day kindergarten program on alternate days, or other kindergarten programs shall receive instruction. Except as provided in subdivision 6, a parent may withdraw a child under the age of seven from enrollment at any time.

(b) A school district by annual board action may require children subject to this subdivision to receive instruction in summer school. A district that acts to require children to receive instruction in summer school shall establish at the time of its action the criteria for determining which children must receive instruction.

(c) A pupil 16 years of age or older who meets the criteria of section 124D.68, subdivision 2, and under clause (5) of that subdivision has been excluded or expelled from school or under clause (11) of that subdivision has been chronically truant may be referred to an area learning center. Such referral may be made only after consulting the principal, area learning center director, student, and parent or guardian and only if, in the school administrator's professional judgment, the referral is in the best educational interest of the pupil. Nothing in this paragraph limits a pupil's eligibility to apply to enroll in other eligible programs under section 124D.68.

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Subd. 6.**Children under seven.**

(a) Once a pupil under the age of seven is enrolled in kindergarten or a higher grade in a public school, the pupil is subject to the compulsory attendance provisions of this chapter and section 120A.34, unless the board of the district in which the pupil is enrolled has a policy that exempts children under seven from this subdivision.

(b) In a district in which children under seven are subject to compulsory attendance under this subdivision, paragraphs (c) to (e) apply.

(c) A parent or guardian may withdraw the pupil from enrollment in the school for good cause by notifying the district. Good cause includes, but is not limited to, enrollment of the pupil in another school, as defined in subdivision 4, or the immaturity of the child.

(d) When the pupil enrolls, the enrolling official must provide the parent or guardian who enrolls the pupil with a written explanation of the provisions of this subdivision.

(e) A pupil under the age of seven who is withdrawn from enrollment in the public school under paragraph (c) is no longer subject to the compulsory attendance provisions of this chapter.

(f) In a district that had adopted a policy to exempt children under seven from this subdivision, the district's chief attendance officer must keep the truancy enforcement authorities supplied with a copy of the board's current policy certified by the clerk of the board.

Our goal is to see that students receive the maximum benefit from their school experience by being in class every day. In order to operate efficiently, **WE NEED YOU TO INFORM US WHEN YOUR CHILDREN ARE GOING TO BE ABSENT FROM SCHOOL.** In most cases, this will require a telephone call the day of your child's absence.

ABSENCES

Excused Absences: An excused absence is one in which the parent/guardian has informed the school, and the school has approved a student to be absent. The following reasons shall be sufficient to constitute an excused absence:

1. serious illness in the student's immediate family
2. death in the student's immediate family or of a close friend/relative
3. medical or dental appointments that cannot be made after school hours or at other times when school is not in session
4. court appearances
5. religious instruction not to exceed three hours in any week
6. removal of a student because of suspension
7. family activities with prior approval of school administration

Procedures for Excused Absences.

A. **Parent/guardian must notify the school office by calling 742-3801 preferably before school starts (or by 9:00 a.m.) and giving the following information: child's name; grade; teacher's name; reason for absence; length of absence (if known); and any make-up work requests (if the student will be out more than one day).** The office staff is on duty at 7:45 a.m.; should they not be at the phones, leave the information via a voice message. Make-up work requests will not be ready to be picked up in the office until 2:45 p.m. the following day, as teachers cannot interrupt their teaching to prepare homework to be picked up in the middle of the day. You may also request to have the work sent home with another student, in which case you need to leave the name and classroom of the child who is to bring the work home.
B. **Upon returning to school, every absent student must present his/her teacher with a re-admittance note**. The note must include the student's name, the date of absence, the reason for the absence, and the parent/guardian's signature.
C. **No notification of any type by a parent/guardian will result in the absence being unexcused.**

Procedures for Prearranged Absences:

The school strongly recommends that family vacations be scheduled on days when school is not in session. If a student must miss school, the following procedure should be followed: At least two school days prior to the student's prearranged absence, the student must bring a note to the school office stating the reason and the dates for the absence. The office will then forward the note to the

student's teachers. Because it is difficult to estimate the amount of material which will be covered in the student's absence, we have found it beneficial to have students make up their missed work when they return to school. In some cases teachers may prefer to send some homework in advance; we will leave that up to the discretion of the individual teachers. Please check with your child's teacher to determine his/her preference.

Extended Absences

If a health situation arises and your child will not be able to attend school for an extended period of time, notify the school office. Arrangements can be made to continue your child's education by homebound tutoring. A written medical request by your child's physician and the principal's approval are needed to provide this service.

TARDINESS

Students are expected to be in their classrooms by 8:30 a.m. Failure to do so constitutes tardiness.

Excused Tardies: Excused tardies include being absent from an assigned area from 0-3 hours for the following reasons:

1. medical or dental appointment
2. court appearances
3. late bus
4. bad weather; physical emergency conditions such as fire, flood
5. illness
6. serious illness in the student's family
7. a death in the immediate family or of a close friend or relative
8. attendance at the school breakfast program
9. tardiness incurred because school staff has detained the student

Unexcused Tardies: An unexcused tardy is failing to be in an assigned area at the designated time the class period commences from 0-3 hours without one of the valid excuses listed above (examples: oversleeping; missing the bus). The tardy will be recorded on the student's attendance record. Consequences for unexcused tardies will be on an individual case basis and at the building principal's discretion.

TRUANCY

Truancy is when a student is absent from school with or without parental and/or school knowledge or consent.

Continuing Truant

Continuing truant means a child who is subject to compulsory instruction and is absent from instruction in an elementary school without a valid excuse for three days. If a student at the Parkview Learning Center is a "continuing truant" we will follow the procedures outlined in
M.S. 260 A.03 which say that the school must notify the parent:

1. that the child is truant
2. that if he/she has an excuse, he/she must present it
3. that there should be meetings to try to solve the problem
4. that ultimately the parents, as well as the child, could end up in court

Habitual Truant

A habitual truant is a child under 16 years of age who is absent from elementary school without a lawful excuse for seven school days. Minnesota law M.S. 260 A .01 dictates that a representative of the school shall refer a habitual truant child and parents/guardian to the county intervention services. If

the intervention services cannot resolve the attendance problems of the truant student, the matter will be referred to the county attorney under section M.S. 260 A.07.

BICYCLES/HEELYES/ROLLERBLADES/SCOOTERS/SKATEBOARDS

Heeleys (shoes with wheels attached), skateboards, rollerblades and scooters may not be used on school property.

BIRTHDAYS

Please let the teacher know if you would like to send treats to class to celebrate your child's birthday. **All treats must be commercially made, as home-baked items cannot be given to students due to state health regulations**. We request that you send any party invitations to students through the mail instead of passing them out at school. It is easy for feelings to be hurt unintentionally when invitations are distributed at school.

BREAKFAST

The school cafeteria will be offering a daily breakfast program for those students who would like to participate from 7:45-8:15 a.m. Students wishing to eat a school breakfast should go directly to the cafeteria upon arrival to Parkview in order to **finish eating by 8:15 a.m**. When students are finished they are expected to empty their tray and go directly outside for morning recess or to their classroom depending on the time. Students are not to remain in the cafeteria to socialize.

Breakfast prices are:

Free and Reduced - FREE
Elementary - $1.90
Milk - $0.65

BULLYING
Board Policy # 514

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel.

However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

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

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

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, or false reporting of bullying, permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved;
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. The school district will act to investigate all complaints of bullying 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.

BUS SAFETY PROCEDURES

We are fortunate to have a school district that provides safe, efficient bus transportation for our students. The schedule of bus times and routes appears in the district's back to school newsletter just before school opens each year. If you have questions about bus information please call the school Transportation Director, Mr. Bob Voss at (741-6240).

The first month of school is School Bus Safety Month. During Bus Safety Month, all Parkview Learning Center students will receive school bus safety training. We ask your cooperation in reminding students that they are to be responsible citizens on the buses as well as in the classrooms.

Please take some time to review with your children the school board approved bus procedures and consequences listed below.

Rules for Waiting at the Bus Stop

1. Be on time.
2. Respect others and their property.
3. Stay away from the street, road or highway.
4. Keep safety in mind...no shoving, running or pushing.

Procedure for Boarding a School Bus

1. Line up in single file.
2. Approach the bus only when it has stopped and the driver has opened the door.
3. Don't push or crowd others.
4. Use the handrail, climb the steps one at a time, and be seated quickly.

Rules When Riding the Bus

1. Obey the driver's instructions.
2. Promptly be seated and remain in your seat.
3. Speak quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep the bus clean and do not damage it.
6. Do not throw any object.
7. Do not bring weapons/dangerous objects on the bus.
8. The use of alcohol, tobacco and drugs is prohibited.
9. Fighting, harassment, and horseplay are prohibited.

Procedure for Leaving a School Bus

1. Remain seated until the bus stops.
2. Let the students in front get off first.
3. Don't push or crowd.
4. Watch your step and use the handrail.
5. Move out of the "danger zone."

Procedure for Safe Crossing of Vehicle Lanes

1. Move away from the side of the bus, to at least 10 feet in front of the bus.
2. Turn to the driver and make eye contact.
3. Wait for the driver to signal that it is safe to cross.
4. Walk 10 feet in front of the bus, stopping to check for vehicles that might violate the stop arm.
5. When it's safe, complete the crossing.

Procedures for Emergency Evacuation

There are three different evacuation plans:

1. using only the front service door
2. using only the rear (or side) emergency door
3. using both the service door & the emergency door

Whichever plan is used, students need to:

1. Be quiet and wait for instructions from the driver.
2. Be alert and move quickly.
3. Keep your feet out of the aisle; go out seat-by-seat, alternating sides.

4. Duck your head when going out the emergency door.
5. After you are out of the door, move away from the bus as this clears the way for others to follow.
6. Go a distance of at least 100 feet from the bus and remain there in a group until given further instructions by the driver.

Consequences for failure to abide by bus rules are as follows:
(Elementary (K – 6)

1st offense:	warning; parents notified by mail
2nd offense:	warning; parents are called
3rd offense:	up to a 3 day suspension from riding the bus; parents are called
4th offense:	up to a 10 day suspension from riding the bus; meeting with parent(s)

Further offenses will be individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

CHILD ABUSE AND NEGLECT

District employees are required by law to immediately report evidence of child physical or sexual abuse, neglect, or emotional maltreatment to the Child Protection Unit of St. Louis County Social Services. Any person who is required to report this evidence and willfully fails to do so will be guilty of a misdemeanor. At the same time, any person who reports child physical or sexual abuse, neglect, or emotional maltreatment is immune from civil or criminal liability. The purpose of reporting such an incident is not to accuse or punish anyone but to help ensure that the situation does not continue.

CODE OF CONDUCT
Board Policy # 506

Code of Conduct: We believe that students and staff have a right to be safe, a right to be treated kindly, and a right to learn. To help ensure that these rights are upheld, we have adopted policies and procedures to give our students directions and set the limits which must be maintained to offer an effective learning environment. While each teacher will display his/her own set of classroom rules, the conduct guidelines that follow are implemented school wide.

Hallway:

1) Be kind
2) Walking feet
3) Voices quiet
4) Hands and feet to self
5) Facing forward
6) Follow directions given by adults

Cafeteria:

1) Be kind
2) Once seated, stay seated

3) Use an inside voice
4) Speak politely to cafeteria staff and tablemates
5) Clean up after yourself
6) Follow directions given by adults

Bathroom:

1) Be kind
2) Respect the privacy of others
3) Clean up after yourself
4) Wash your hands after using the restroom
5) Use facility appropriately
6) Follow directions given by adults

Playground:

1) Be kind
2) Remain in the designated area
3) Use equipment safely
4) Report any injuries or problems to an adult
5) Play safely
6) Follow directions given by adults

Definitions of Conduct:
Disciplinary action may be taken against students for any behavior which is disruptive to good order or which violates the rights of others at school, at school activities or while being transported by or for the school. The following acts are unacceptable behavior subject to disciplinary action at our school but are not all inclusive:

A. Truancy and Unauthorized Absences (Parkview Learning Center School's procedures for dealing with this behavior are included under the section entitled Attendance)
    1. As required by current statutes, regulations of the State Department of Education and the School Board of this District, students shall be in attendance each day that school is in session. The authority to decide whether an absence is excused or unexcused rests with the building principal. Students returning to school following an absence will be expected to complete all missed assignments within a reasonable period of time.
    2. Truancy, for the purposes of this policy, is absenting ones self from school without the approval of the school.
    3. If a student develops a pattern of tardiness or truancy disciplinary action will be taken.

B. Damage to School or Personal Property
    1. Vandalism: Damage to or destruction of school property or property of others by students.
    2. Theft: Theft is the act of intentionally and without "claim of right" taking, using, transferring, concealing, or retaining possession of movable property of another without ones consent and with intent to deprive the owner permanently of the property, or the finding of lost property and not making reasonable effort to find the owner.

C. Physical Assault
    1. Physical assault is an act that intentionally inflicts or attempts to inflict bodily harm upon another.

D. Verbal Assaults
    1. Verbal assaults are abusive, threatening, profane, or obscene language either oral or written by a student toward a staff member or another student including conduct which degrades people because of their sex, race, religion, ethnic background, or physical or mental handicaps.

E. Threats and Disruptions

Dangerous Threats: Threats to normal school operations or school activities, including but not limited to the reporting of dangerous or hazardous situations that do not exist.

    1. School Disruptions: Any student who disturbs or interrupts the peace and good order of the school or school- sponsored activities will be subject to disciplinary action.

F. Dangerous, Harmful, and Nuisance Substances and Articles

    1. Alcohol: Students are prohibited from using, possessing, or being under the influence of alcoholic beverages at school, on school grounds, or at school-sponsored activities.
    2. Drugs: Students are prohibited form using, possessing, distributing, or being under the influence of illegal drugs or narcotics at school, school-sponsored activities, or on school grounds.
    3. Use of Tobacco: Tobacco use/possession by students is prohibited at school, at school sponsored activities, and on school grounds
    4. Harmful or Nuisance Articles: The possession or use of articles that are nuisances, illegal, or that may cause harm to persons or property is prohibited at school and school-sponsored activities.

G. Failure to Identify Oneself: Failure to provide proper identification upon request of a staff member is unacceptable behavior.

H. The violation of any state or local law or the violation of any federal law is unacceptable behavior.

I. The following constitute unacceptable behavior:
    1. Willful conduct which materially and substantially disrupts the right of others to an education.
    2. Willful conduct which endangers school district employees, the pupil or other pupils, or the property of the school.
    3. Willful violation of any rule of conduct specified in this handbook.
    4. Violation of the School District Sexual Harassment Policy
    5. Violation of the School District's Weapon Policy

Disciplinary Action for Inappropriate Behavior
Consequences for inappropriate behavior may include but are not limited to: Meeting with teacher or principal; *detention; loss of school privileges **(field trips, music "Sings", school activities, etc.); notification of parent/guardian; parent conference; *removal from class; *suspension; bus suspension; modification of school program; notification of police; expulsion; and others as**

determined by the principal and staff. The principal will impose consequences on a case-by-case basis.

We have included below the definitions of the *terms as identified in the Pupil Fair Dismissal Act. We have also listed the procedures we follow at Parkview Learning Center when implementing these consequences:

Detention: Noon Detention
Noon Detention is a form of discipline that requires a student to remain in the office during noon recess. Detention will be held Monday-Friday in the Noon Detention Management Center, which will be in the Parkview Office. Students may be assigned time in the Noon Detention Management Center for:

1. Neglect of work in the classroom.
2. Misbehavior (disregarding classroom or school rules)
3. Repeated tardiness.
4. Unexcused absence (truancy)
5. Cheating or test/assignment compromise

The following steps will be followed before the Noon Detention Management Center is used:

1. Each teacher will display a set of rules for their classroom including assignment completion and classroom discipline.
2. When a child becomes deficient in completing assignments or misbehaves the teacher will confer with the child.
3. The teacher will use positive techniques.
4. The principal may speak with the child.

If the preceding steps are unsuccessful the child will be assigned time in the Noon Detention Management Center.

1. A note will be sent home notifying the parent that the child will be kept in for noon detention.
2. If there is still continued misbehavior and/or a lack of effort in completing schoolwork after spending time in the Noon Detention Management Center, other solutions may be employed, including conferring with the parent, removal from class, or suspension.
3. When students choose to behave in ways that we feel are blatantly unacceptable or if they are endangering others, they may be assigned detention, removal from class, or suspension without going through the preceding steps.

Removal from class:
Violation of a teacher's conduct guidelines may result in a student being removed from class. Removal from class is the short-term exclusion of a student from his classroom situation during which time the school retains custody of the student. Students shall be removed from class only upon agreement of the appropriate teacher and principal after an informal conference with the pupil. At the conference, the teacher will notify the pupil/principal of the grounds for removal, provide an explanation of the evidence, and have the pupil present his/her version of the facts. The decision as to removal shall ultimately be up to the principal. The removal from class may be imposed without an informal conference where it appears that the student will create an immediate and substantial danger/disturbance to himself or to persons or property around him. The length of time of the removal from class shall be at the discretion of the principal after consultation with the teacher. It will be the teacher's responsibility to notify the parents (by phone or letter) about their student's removal from class. Students shall be returned to class upon completion of the terms of the removal established at the informal administrative conference.

Suspension:
Suspension is defined as exclusion of a student from all curricular activities due to inappropriate behavior or infractions of the code of conduct policies/procedures outlined in this handbook. Suspension may be exercised by the principal when it is determined that removal from all curricular activities is necessary for the best interests of the educational program, the student involved or other students. Suspension is a more severe consequence than detention or removal from class.
Parkview Learning Center will assign out-of-school or in-school suspension. During out-of-school suspension the student is prohibited from attending school for a period of time. The school may place a student in "in-school" suspension for a period of time rather than out-of-school suspension. The discretion will be left up to the building principal.

The following is a list of possible reasons for suspension:

1. Possession, evidence of intoxication, or use of narcotics, unauthorized drugs, alcohol, or tobacco in the school, on school grounds or at school sponsored activities
2. Truancy
3. Willful destruction or damage to school property
4. Bringing a weapon or look alike weapon to school or to a school activity
5. Violation of school or classroom rules
6. Reoccurring detention
7. Misconduct of a nature that interferes with the legal and personal rights of others, specifically the right to an education and which presents a danger to the health, safety, welfare, and morals to any person, including the offender, in the school or at school related activities
8. Theft of personal or school property
9. Any commission of a crime in a school building or on school grounds
10. Insubordination Physical or verbal assault upon a student, member of the faculty, administration or other school employee
11. Sexual, religious, or racial harassment or violence
12. Any sufficient grounds rendering the attendance of the student hostile to the educational program of the school district which results or may result in a disruptive influence on the educational program or on other students or school personnel.

Procedure for suspensions:

A. An informal conference will take place between the principal and the pupil. The conference will take place before the suspension, except where it appears that the pupil will create an immediate danger to self or surrounding persons or property, in which case the conference will take place as soon as practical. At the conference the principal will notify the student of the grounds for suspension, provide an explanation of the evidence; and the pupil will have the opportunity to tell his/her version of the facts.

B. A written notice containing the grounds for suspension, a brief statement of the facts, a readmission plan and a copy of the Pupil Fair Dismissal Act shall be served upon the pupil at the time the suspension is to take place and upon the pupil's parents by mail within 48 hours of the conference.

C. Effort will be made to notify the student's parent or guardian of the suspension by telephone as soon as possible following the suspension.

D. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate danger, written notification of the reasons for and the length of the suspension and the procedure for re-admittance, if applicable, shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

E. If requested by the parent or guardian, a conference may be held with the principal to discuss the suspension.

Expulsion:
A school board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled (Example of an instance where a student may be expelled: bringing a gun to school).

Readmission Plan:
A student and their parent/guardian will need to go through a readmission plan meeting with the building principal after a suspension period and before they resume attending school. At this time, a plan will be developed and signed by the student and principal so that the student understands the consequences for any further behaviors that could result in disciplinary action.

All students are protected under the Pupil Fair Dismissal Act. Students involved in suspension or possible expulsion will be given a copy of this document which outlines the steps the school district will be taking and defines the students' rights. Parents/guardians of students who have not been involved in suspension/expulsion situation who wish to view the Pupil Fair Dismissal Act may contact the school principal. Nothing in this handbook is intended to conflict with the Pupil Fair Dismissal Act.

COMMUNICATION

School to Home:
Open communication between home and school is critical to your child's success. Conferences, open houses, report cards, school bulletins, telephone calls, emails, parent portal, web pages, notes and newsletters are some of the ways we will use to keep you informed about your child's school experiences.

If you are visiting/entering Parkview Learning Center, for any reason, you will need to enter Door #1 on the east side of the building. This is the only public access during the school day. You are required to check into the office for a visitor badge.

With PowerSchool (our student information system), you have real-time access to read our calendar, catch up on your child's class assignments, and check on grades. Whether you want to view your child's attendance or grades or simply email a teacher, open your web browser to our district website at www.rrps.org and click on PowerSchool Portal on the top of the page. Wherever you have Internet access, you will be able to view your child's current grades, attendance, and other information at any time.

Report cards are issued three times a year. We distribute computer-generated report cards using PowerSchool software. PowerSchool is the name of the software that Rock Ridge Public Schools uses to manage its Student Information System.

Parent/teacher conferences in October will give teachers and parents a chance for two-way communication. We always have close to one hundred percent participation and are looking forward to keeping up that fine tradition!

Home to School:
We want everyone to feel welcome in our school at all times, and we also give uninterrupted instructional time a high priority. In the interest of least disruption to our school's role in educating children, we ask that you follow this list of procedures when visiting the school:

With safety as our utmost concern, Door #1 will be the only public entrance into the Parkview Learning Center. Upon entrance, please report directly to the office. We will be happy to assist you

with any need you may have to communicate with your child or his/her teacher. Parent volunteers are also asked to check in at the office before proceeding to their work area. Volunteers and visitors will be asked to wear a visitor/volunteer badge (obtained from the office).

When picking up your student from Parkview, report to the Principal's office and arrangements will be made for your child to be brought to the office to meet you. **Again, all visitors, including parents, must report to the office upon entering the building.** If you are delivering books/materials/lunch/treats, etc. to your child, please bring them to the office. School personnel will either deliver the articles to the student or have the students pick them up during a non-instructional time of the day.

Telephone Calls:

1. Phone calls also constitute an interruption in instructional time and will not be routed to the classroom during school hours. If you have an emergency, please inform the school office (742-3801) by 1:30 pm and we will be able to get the necessary information to your child.
2. Classrooms will not be interrupted to give reminders to students about prearranged activities. We ask that you find other ways to help your child remember (a reminder note pinned to his/her school bag, etc.).
3. Cell phone use by students for personal calls is prohibited during school hours. Rock Ridge Public Schools will not be responsible for lost or stolen cell phones at school. Call the office if you need to contact you child in case of an emergency. Do not call your child's cell phone during the school day.
4. Student use of telephones is discouraged except in the case of an emergency. After-school plans should be made prior to leaving for school in the morning.
5. Parents who wish to contact a teacher should be prepared to leave a voice mail requesting that the teacher contact the parent at the teacher's convenience. Teachers are not available to come to the telephone when school is in session. Leaving a message may also be necessary before or after school, as teachers are often involved in conferences or meetings at these times.

If you wish to discuss any aspect of your child's education at any time throughout the year or if you have concerns or questions, please follow our school's "chain of command." First, call your child's teacher to make an appointment to discuss the situation. If your question is not answered or your problem is not resolved please call the Parkview Learning Center Principal at 742-3802.

Necessary Paperwork:

For your child's safety and security, please:

1. **Please review and update the emergency contact information sheet you receive the first day of school and let us know immediately if you have a change in address or telephone number.**
2. **Discuss with your child and your child's teacher what you expect your child to do in case of an early school closing due to a snowstorm or some other emergency.**
3. **Send a signed, dated note to school if:**
    a) **your child has been absent (give the reason for the absence)**
    b) **your child is going somewhere other than home after school**
    c) **your child is riding a different bus**
    d) **your child is leaving school early**
    e) **your child will be picked up by someone other than you (for your student's protection it is our policy not to release a student to anyone other than the parent unless we have a signed, dated note stating the name of the person who has permission to pick up the child)**

CONFERENCES/MEETINGS WITH PARENTS

Parents are asked to follow our "Code of Ethics and Ground Rules" when participating or attending in any school meetings, conferences, IEP meetings, etc. Termination of meetings can occur when and if necessary circumstances arise.

CONFERENCE PREPARATION

1. Decide in advance the questions you want to ask the teacher. It's a good idea to jot them down. Pinpoint specific concerns and avoid generalities.
2. Ask your child if there is anything he/she would like you to discuss with the teacher.
3. Think about things you want to tell the teacher about your child. There are many things you know that could help us better understand your child. The teacher is not prying when she/he asks about your child's family life, health, hobbies, and habits or feeling about school. Knowing these things will be helpful in planning an appropriate teaching approach for your child.
4. Look and listen before you leap. If you're concerned about school, keep cool until you hear the facts.
5. Don't expect the impossible. Be reasonable in what you expect the teacher to do and the amount of special attention that can be given to your child. Ask how you can help meet some of the child's needs at home.
6. Take notes during the conference and review them when you get home. Start right away on any action steps you and the teacher agreed upon.
7. The conference doesn't end here. You have the right to know at any time about your child's progress or problems. A phone call to your child's teacher will set up an appointment at a time convenient to both of you. Teachers value the interest and opinions of parents.

CODE OF ETHICS/GROUND RULES

1. Focus on the relevant issues and what is best for all students (or the student).
2. Stick to the agenda and/or timelines.
3. Use professional dialogue at all times.
4. Refrain from sarcasm and comments that are negative in nature.
5. Put any personal and political agendas aside.
6. Respect and welcome differences of opinion and listen to each other without interrupting.
7. Be honest, open-minded, and refrain from judging.
8. Support decisions made by the group.

DISMISSAL, BUS DEPARTURES AND ARRIVALS

Suggested arrival time before school is 7:55 a.m. We encourage parents that are dropping their students off for school to make a concentrated effort to arrive between 7:55 and 8:00 a.m.

Parkview students are not allowed to walk or ride bike to or from school unless accompanied by a parent.

Parents dropping children off at school after 8:10 a.m. are asked to accompany their child into the Parkview office to check in with the secretary.

All Parkview students are dismissed from school at 2:45 p.m. (1:45 p.m. on Wednesdays). If you are picking your child up after school, parents are to enter the school using Door #1 on the east side of the building. Parents will wait in the school cafeteria. Your children will be delivered to the cafeteria

at the end of the day. Children should not be left in the office as they wait for pick up. If you are going to be consistently picking up your child after 2:45, please make arrangements for your child to stay in the After-School Child Care.

DRESS CODE
Board Policy # 504

While it has become obvious nation-wide that dress codes are almost impossible to maintain, we credit our Parkview Learning Center families for the neat, appropriate attire of our students! Our school is a place for the business of education, and students' grooming and dress should be appropriate to the school setting, as well as appropriate for the season and the weather. Hats and headgear may not be worn in the building. Apparel may not include words or visuals that are obscene, abusive, and discriminatory or which advertise, or otherwise condone the use of drugs, alcohol or tobacco. Items of clothing which could be distracting to the educational process are considered inappropriate school attire. Students disregarding the dress code will be sent to the office. A parent may be asked to bring in alternate clothing or the student may use clothing available in the nurse's office.

Please do not send your child to school in flip-flop type shoes. These are unsafe while children are going up and down the school stairs and running around on the playground.

EMERGENCY SCHOOL CLOSING

The time is here again when schools close for inclement weather. We want you to be informed of the procedures that will be used if school closings are necessary. While we do not anticipate closing school often, you do need to be prepared. Schools close for non-weather related reasons also such as the loss of a utility like electricity or water. It is possible that buses may run in town but not on all rural roads.

There are three types of school closings. They are, closed for the day, a late start and an early dismissal. Late starts will always be two hours late. That means if class starts at 8:00 am on a normal day it will start at 10:00 am on a late start day. A cold breakfast will be available if there is a late start day. Preschool programs such as ECSE, ECFE, Learning Readiness and Head Start will communicate individually with parents what their schedule will be on late start dates. If there is an early dismissal, then After School Child Care will **not** be held.

The decision to close or start school late will be made early enough in the morning for parents to make adjustments in your personal schedules and to accommodate day care. Due to the fact that science has not advanced far enough yet to have weather forecasts that are 100% accurate, a decision to close school will not be made in the evening. You will need to wait until the morning to hear the announcement.

The Rock Ridge School District is linked to an Instant Alert System. Once you have signed up to accept information through this system, you will receive emails and/ or voicemails with important school announcements. This system will also alert you, by an automated phone message, to any school closings due to inclement weather.

In addition to an ~~i~~nstant Alert System, the radio and TV stations listed below will announce information concerning the Virginia Schools if school is canceled in the morning. The same stations will announce early dismissals due to severe weather or other emergencies.

Radio	Television
WEVE 97.9 FM 1340 AM	KDLH TV3
WTBX 93.9FM	KBJR TV6
Radio USA 99.9 FM	WDIO TV10
KMFG 106.3 FM KMFG/WMFG 1240 AM WNMT 650 AM	

The information will be put on the home page of the Virginia Public Schools school website. You may want to bookmark http://rrps.org/ as a favorite on your home computer.

Please **do not** call the school to find out if school is closed. This only interferes with the process of getting the information to the public in a timely manner.

You need to prepare your children for the winter season. I urge you to go to the Minnesota Department of Public Safety website. Go to their website, they have some great information there. Below is an example from their website.

Winter Attire: Dress warmly in loose-fitting, layered, lightweight clothing. Outer garments should be tightly woven, water repellent and natural wool, if possible. Wear a hat. More than half of body heat is lost through the top of the head. Wear mittens that are snug at the wrist. Mittens offer better protection than, gloves which allow your fingers to cool much faster. Cover your mouth and nose with a scarf to help protect lungs from cold air. Attempt to keep your feet as dry as possible.

Footwear: For safety purposes, students should wear shoes and socks to school. Flip/flops and open toe shoes are not appropriate for school.

FIRE DRILLS

Fire drills are conducted to practice quick building evacuation to reduce the probability of injury in the event of a real fire or other emergency. Explanations of exit routes are provided to each classroom. Teachers explain the procedures to follow. Students leave the building in a quiet and orderly manner and move away from the building to the sidewalks surrounding the school. On a signal that all is clear, students quietly return to their classrooms.

FRAGRANCES AND MAKEUP

Please refrain from using large amounts of fragrances. This will help increase our indoor air quality. Please do not bring makeup/fragrances to school as it is a distraction to the learning environment.

GRADING SCALE

E = Exceeds Standard
M = Meets Standard
N = Does Not meet Standard

S+ = Above Satisfactory
S = Satisfactory
N = Needs improvement

Kindergarten
S = Standard met
N = Standard Not Met

HEALTH SERVICES

The health and well-being of our students is a constant concern. A registered nurse is on daily duty at the Parkview Learning Center. The Nurse is available for consultation with parents and should be alerted if a child has a particular health problem that may affect his/her learning or functioning at school. All injuries/excuses must be cleared through the nurse. Nurse can be reached by calling 742-3821. Some health service activities conducted by our school nurse include:

1. Medication Administration
2. Vision and Hearing
3. Scoliosis screening
4. Immunization record review
5. Student health record review; current health information update obtained from parent and documented on health record
6. Maintaining emergency information on each student
7. Providing services for injury or illness
8. Assisting in identification, control and prevention of communicable diseases
9. Health Assessment for Individual Education Plan
10. Classroom presentations
11. Assist in maintaining a safe and healthy school environment

Accidents
Accidents in school, on the school grounds or occurring at a school event must be reported to the nurse and the principal. The student's health status will be assessed as to the degree of injury and treatment needed. Health service personnel will administer basic first aid.

If an injury needs further medical/dental assessment and/or treatment, parents will be called to transport their child to the health care facility of their choice. If parents cannot be reached, the designated individual on the emergency card will be called. Parents are responsible for the choice of treatment sought.

In the event of a life-threatening accident or emergency requiring immediate attention, parents will be notified by telephone as to the student's condition. The student will be transported by school vehicle or ambulance to the medical /dental facility designated by the parent. If the parents cannot be reached, the school authorities will use their judgment in calling an ambulance or the child's physician/dentist

per the Emergency Card information. If a parent does not approve of the aforementioned plan, he/she must designate in writing what they would like done and have it on file in the nurse's office.

Illness During School Day

When a student presents himself/herself at the nurse's office complaining of an illness, he/she will be assessed. The child will be monitored to determine if he/she should return to class or go home. If the child has symptoms that do not allow him/her to function in the classroom, the parent-guardian will be telephoned to transport their child home. When parents/guardians cannot be reached, information on the Emergency Card will be used. If the nurse is unable to reach anyone, the student will remain in the nurse's office the remainder of the day until an adult is reached. A child will never be sent home without consent from his/her guardian or the emergency phone numbers. Students being sent home due to an illness / injury will be dismissed from the Nurses' Office. Parents can pickup their child in the Parkview office. Parents/guardians or designated individuals listed on the emergency cards are responsible for transporting ill students home.

Immunizations

It is the parent's responsibility to have his/her child immunized. Minnesota law requires that in order to enroll or remain enrolled in a school, the parent must submit a statement to the school that shows the child is either:

1. Completely immunized against diphtheria, tetanus, pertussis, polio, Measles, and rubella according to child's age/grade level.
2. Medical or conscientious exemption

The School Health Service will annually review the immunization status of all students and make appropriate recommendations to complete the required immunization series or for boosters. Immunizations can be obtained from your family physician or the St. Louis County Health Department (call 749-0600) if your child is not covered under a private health insurance plan.

Medication Procedure

Medications must be dispensed by the school nurse when the student's health may be jeopardized without it, and when needed to maintain/promote the health of the student so that learning is enhanced.
All medication, including short and long-term medication, whether prescription or nonprescription, requires both physician and parental written consent.

If your student needs to take a prescription and or over-the-counter medication during school, the school district requires:

1. Signed written permission from the parent/guardian for school personnel to dispense medication. The statement must include: the name of the student, name of the medication, the reason the medication needs to be given, the route, the dosage, the time(s) the Medication Authorization form is available in the school health office.
2. A written statement from the child's health care provider which includes the name of the student, the name of medication, the reason the medication needs to be given (diagnosis), route, dosage, frequency and time of administration, possible side effects, termination date.

The physician must write this on a prescription form or use the district's Medication Authorization Form. The order must be updated annually. Updated consents will be obtained if orders change.

1. The school nurse will fax the Medication Authorization form to your child's health care provider prior to dispensing the medication if consent was not received with the parent permission statement.

2. Prescription medication must be in the properly labeled pharmacy container. Ask the pharmacist for a bottle for home and one for school.
3. Over the counter (non-prescription) medications must be in the original container that includes product instructions.
4. School personnel will not dispense medications that are sent to school in improperly labeled containers (i.e. plastic bags or containers envelopes, etc.)
5. Parent/guardian is responsible for providing all medications.
6. Parent/guardian are requested to bring controlled substances to school and give directly to Health Service personnel or other appropriate school personnel.
7. The school district retains the discretion to reject requests for administration of medication if the procedure is not allowed.
8. Only medications approved by the Food and Drug Administration (FDA) will be given.
9. Please refer to the school nurse at 742-3821, with questions or further clarification.

WHEN TO KEEP MY CHILD AT HOME
Many parents are frequently concerned about when to keep children home or send them to school. The following information is intended to help parents with this decision:
The child should stay home if she/he:

1. Has had a fever of 100 degrees or more, and should remain at home for 24 hours after the temperature returns to normal.
2. Has vomited or has had diarrhea, and should remain at home for 24 hours after it has stopped.
3. Has a persistent cough.
4. Has any rash.
5. Has open or draining skin sores.
6. Has inflamed or draining eyes or ears.

If your child is ill, please call the teacher to report the illness.

INDOOR AIR QUALITY

The Rock Ridge Public Schools has established an Indoor Air Quality Program. If any parents, staff or students have any questions or concerns, please contact the district's Indoor Air Quality Coordinator, at 749-5437. A copy of the plan will also be available for review in the building principal's office.

IN SCHOOL SUSPENSION

ISS services will be used at the discretion of the building principal. Typically, a student will be placed in ISS for repeated negative or inappropriate behaviors, repeated detentions, or a behavior that would warrant a consequence more severe than noon detention.

LOCKERS
Board Policy # 502

The 1995 Omnibus Crime Act creates a statewide school policy. It provides that it is the policy of the State of Minnesota that:

" School lockers are the property of Rock Ridge Public Schools. At no time does the

Rock Ridge District relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspection of the interior of lockers may be conducted by school authorities 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 authorities 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 authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials."

1. STUDENTS ARE RESPONSIBLE FOR ALL CONTENTS CONTAINED IN THEIR LOCKERS.
2. STUDENTS ARE ADVISED NOT TO LEAVE MONEY OR OTHER VALUABLES IN THEIR LOCKERS.
3. Students found tampering with another person's locker will be liable for in-school suspension.
4. STUDENTS ARE NOT TO CHANGE LOCKERS.
5. Students will be expected to honor a request by the administration to open his/her locker for inspection. Should a student refuse to honor the request, the school reserves the right to cut the lock on the student' s locker.

LOST AND FOUND

We have one lost and found table in the main hallway near the music room. Items are displayed, and those not claimed are disposed of. It's a good idea to mark your child's belongings, as many valuable pieces of clothing and equipment are turned in and never claimed.

LUNCH/PLAYGROUND PERIOD

The cafeteria is a place for students to eat their lunches and visit with their classmates. We do not assign seats, but we do require students to remain seated at one table with their class. Students spend about fifteen minutes of their lunch period eating their lunches and the other fifteen minutes outside on the playground. Students are supervised in the cafeteria and on the playground by four lunchroom aides. Students are encouraged to participate in our well-balanced, hot lunch program. Lunch costs are:

Free & Reduced - $ .00 Elementary - $2.60 Milk - $0.65

All parents are encouraged to complete the school lunch paperwork as part of the educational funding for our school is calculated according to how many of our students' parents complete free and reduced school meal forms and then qualify for free and reduced-price school meals.

* Lunch Times are subject to change. *

All 2nd graders will have lunch at 10:50
All Pre-K students will have lunch at 11:20
All 1st graders will have lunch at 11:55
All Kindergarteners will have lunch at 12:30

Students are not to remove food items from the cafeteria and bring outside onto the playground.

Please make certain your students arrive at school dressed for the weather (boots, mittens, hats) as they spend fifteen – thirty minutes on the playground after lunch. Only students who have written permission from their parents (requests that include illness must be accompanied by a doctor's excuse) will be allowed to stay in during the noon hour. Local pediatricians agree that if students are well enough to be in school, they should be able to play outdoors for a brief interval without endangering their health. The physical exercise/fresh air the students get at this time provides an outlet for energy and tension release and contributes to better attitudes and behavior in the afternoon. During very cold or rainy weather, all students are kept indoors with the playground aides supervising their inside activities.

PERSONAL PROPERTY

Students are not to bring to school personal property that is not directly related to class work (example: cell phones, video games, music devices, cameras, money in excess of a student's daily needs), as safe storage is a concern**. Parkview Learning Center will not be responsible for lost or stolen items.**

PEST CONTROL: (PARENT'S RIGHT TO KNOW ACT)

Our school district utilizes a licensed, professional pest control service form for the prevention and control of rodents, insects, and other pests in an around the district's buildings. The program consists of:

1. inspection and monitoring to determine whether pests are present and whether treatment is needs;
2. recommendations for maintenance and sanitation to help eliminate pests without the need for pest control materials;
3. utilization of non-chemical measures such as traps, caulking and screening; and application of EPA-registered pest control materials when needed.

Pests can sting, bite, cause contamination, damage property, and spread disease; therefore, we must prevent and control them. The long-term health effects on children from the application of such pest control materials, or the class of materials to which they belong, may not be fully understood. All pest control materials are chosen and applied according to the label directions per Federal law.

An estimated schedule of interior pest control inspections and possible treatments is available for review or copying at each school office. A similar estimated schedule is available for application of herbicides and other materials to school grounds. Parents of students may request to receive, at their expense, prior notification of any application of a pest control material, should an application be deemed necessary on a day different from the days specified in the schedule.

PETS

Students and parents are **not** to bring pets to school.

PTA

We have a GREAT PTA! Parkview Learning Center has a very strong, supportive Parent/Teacher Association that does wonderful things for our students and staff! The group coordinates lucrative fundraisers, runs a Book Fair, funds the transportation for class field trips, provides treats for school parties, coordinates school pictures, and honors and appreciates our teachers. Join PTA….it's a great way to get involved at the Parkview Learning Center! Contact the Parkview Learning Center School at 742-3801 or email the PTA at plcpta@gmail.com for more information.

SAFE SCHOOLS DRILLS

Minnesota State statute requires schools to have crisis management plans in place. As part of these plans, schools are preparing to better respond to a variety of potential crisis situations. Our school district has implemented a solid crisis plan, and our safe school drills will help builds students, parents and staff's confidence that we are prepared for any situations which could potentially jeopardize our safety. Our school has a Crisis Response Team with clearly defined roles, and staff has attended training sessions on the issues of crisis management. Our safe drills will include Classroom Lockdowns (example of need: unwelcome intruder); Classroom Evacuations (example of need: tornado); Building Evacuations (example of need: fire) and Campus Evacuations (example of need: bomb threat).
What can parents do to help support our safe school efforts?

1. Remind your children that there is a very slim chance of a crisis occurring. Like the Scout motto, "Be prepared," our intention in conducting numerous Safe Schools Drills is to stress the importance of safety and preparedness.
2. Stress to your children that while they needn't be fearful of our drills. They need to take them seriously and follow the procedures given by their teachers.
3. To protect our students from unwelcome intruders, we ask that all visitors to our school (including parents and volunteers) stop in the office or an identification badge. Wearing the badge assures our staff and students that you have checked in at the office and are a welcome visitor!
4. Get the facts – please do not spread rumors!

What if a crisis situation did occur?

In most cases your children would be cared for at the school. In the rare event of an emergency affecting the school that prohibited re-entry to the building (such as a fire or bomb threat), students would be accompanied to a predetermined alternate site off campus. In case of a school emergency situation, we ask that parents/guardians follow these procedures:

The Rock Ridge School District is linked to an Instant Alert System. Once you have signed up to accept information through this system, you will receive emails and/ or voicemails with important school announcements. This system will also alert you, by an automated phone message, to any school closings due to inclement weather.

In addition to an ~~i~~nstant Alert System, the radio and TV stations listed below will announce information concerning the Virginia Schools if school is canceled in the morning. The same stations will announce early dismissals due to severe weather or other emergencies.

1. The school closing announcements will be put on the following media stations:

Radio	Television
WEVE 97.9 FM 1340 AM	KDLH TV3
WTBX 93.9FM	KBJR TV6
Radio USA 99.9 FM	WDIO TV10
KMFG 106.3 FM KMFG/WMFG 1240 AM WNMT 650 AM	

2. PLEASE DO NOT TELEPHONE THE SCHOOL. The phone lines must be used to respond to the emergency. Watch for an Instant Alert message.
3. PLEASE DO NOT COME TO SCHOOL UNLESS REQUESTED TO PICK UP YOUR CHILD AT SCHOOL.
4. If the incident necessitates relocation of staff and students to off campus locations, listen to the MEDIA for information as to where and when your children can be picked up. Only parents/guardians of the students will be allowed to remove their children from these locations.

SCHOOL SUPPLIES

Books and many other supplies needed during a normal school day are provided by the school district. We require that students take good care of our school equipment and books. Students will be expected to pay for lost or damaged books or equipment on a pro-rated basis.

SEXUAL, RELIGIOUS, RACIAL HARASSMENT POLICY
Board Policy # 413

Everyone at the Parkview Learning Center School has a right to feel respected and safe. Consequently, we want to familiarize you with our policy to prevent religious, racial or sexual harassment and violence of any kind.

A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:

1. name calling, jokes or rumors
2. pulling on clothing
3. graffiti
4. notes or cartoons
5. unwelcome touching of a person or clothing
6. offensive or graphic posters or book covers or
7. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

If any words or actions make a student feel uncomfortable or fearful, he/she needs to tell a teacher, a counselor, the principal or the Human Rights Officer, who is the School Nurse. Students may also make a written report. The students right to privacy will be respected as much as possible. We take all reports seriously and will take appropriate actions based on the reports. The school district will also

take action if anyone tries to intimidate the victim or take action to harm him/her because he/ she reported the situation.

This is just a summary of the Rock Ridge School District's policy against religious, racial and sexual harassment and violence. Complete copies are available in the Superintendent's office. Remember: Religious, racial and sexual harassment and violence are against the law! For more information contact:
School Nurse, Human Rights Officer,
Rock Ridge Public Schools
411 Fifth Avenue South
Virginia, MN 55792
749-5437, extension 1901

STUDENT SURVEY PUBLIC NOTICE
Board Policy # 520

PUBLIC NOTICE
Rock Ridge Public Schools gives notice to parents of students currently in attendance in the school district and eligible students currently in attendance in the school district. of their rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations.

1. Parents and eligible students and students are hereby informed that they have the following rights:
    a. All instructional materials, including teachers manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by parents or guardians of students.
    b. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an emancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
        1. political affiliation or beliefs of the student or the student's parent;
        2. mental and psychological problems of the student or the student's family;
        3. sex behavior or attitudes;
        4. illegal, antisocial, self-incriminating or demeaning behavior;
        5. critical appraisals of other individuals with whom respondents have close family relationships;
        6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
        7. religious practices, affiliations, or beliefs of the student or the student's parent;
        8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
    c. A parent, on behalf of a student or an eligible student, has the right to receive notice and an opportunity to opt the student out of participating in:
        1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to

others for that purpose.

2. The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Paragraph 1.b., above.
3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under state law.

d. This notice does not preempt applicable state law that may require parental notification.
e. The school district has developed and adopted a policy regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.
f. The school district will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes.
g. The school district will directly notify parents and eligible students, at least annually at the start of each school year, of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:
    1. Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
    2. Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
    3. Any nonemergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

STUDENTS TECHNOLOGY RESOURCES & INTERNET POLICY
Board Policy # 524

GENERAL STATEMENT OF POLICY

This policy has been implemented to clarify the responsibilities of users as well as the expectations of the District as they apply to the use of the District's Technology Resources. In making decisions concerning user access to the District's Technology Resources, the District considers its own stated educational mission, goals and objectives. Making Technology Resources available increases the possibility that some material may be obtained that is controversial, obscene, repulsive, or potentially harmful. However, the District believes that the educational, business and administrative value of the Technology Resources far outweighs the possibility that users may obtain material that is inconsistent with the educational goals and policies of the District. The District expects that the faculty will blend thoughtful use of the District's Technology Resources throughout the curriculum and will provide guidance and instruction to students in their use. This policy is consistent with other District policies that relate to proper behavior within the school setting. All users are expected to use the Technology Resources in a responsible, ethical and appropriate manner, and the District will actively focus on

providing individual users with the understanding and skills needed to use all Technology Resources in ways appropriate to educational needs and personal safety.

PURPOSE
The District provides access to Technology Resources because of the great informational and educational benefits that can be gained through the use of such resources. The primary use of the District's Technology Resources is to support the academic programs of the District to allow bona fide research and to support school related activities. The use of the District's Technology Resources will: (1) enhance classroom learning activities (2) facilitate professional or career development (3) assist in the collaboration and exchange of educational information. Use of the District's Technology Resources that is specifically aimed to assist users in performing the business and administrative functions of the District is also permitted.

TESTING

In a world of increasing system accountability, schools are being asked how well they are educating their students and how their students compare with students in other schools. To help measure our system's accountability and to give parents/students an idea of how we're doing, students at Parkview Learning Center participate in a new computer testing program called STAR 360. These tests measure academic progress in reading and math.

TITLE IX:

It is the policy of the Rock Ridge Schools not to discriminate on the basis of sex, race, creed, color or national origin in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Superintendent of Schools at 749-5437, extension 1901 or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

WEAPONS POLICY
Board Policy # 501

The following policy applies to students K-12 who are enrolled in all of the Rock Ridge Public Schools:

Possession of a weapon will result in (1.) an initial suspension for five days; (2.) confiscation of the weapon; (3.) police involvement as they will be contacted immediately; (4.) the completion of a thorough investigation. At the completion of the investigation, the student may be expelled.

Definition of Possession of a Weapon: possession refers to having a weapon on one's person or having a weapon in an area subject to one's control on school property or at a school activity.

Definition of a weapon: Weapon means any firearm, whether loaded or unloaded; any device or instrument designed as a weapon or, through its use, capable of threatening or producing great bodily harm or death; or any device or instrument that is used to threaten or cause bodily harm or death. Some

examples of weapons are (This is a partial list. Any device or instrument which does meet the above criteria and may cause great bodily hear or death could be included in this list.): A gun (including pellet guns, look-alike guns and nonfunctional guns that could be used to threaten others), knives, clubs, metal knuckles (used in a threatening manner), nunchucks, throwing stars, explosives, stun guns, and ammunition.

A student who finds a weapon on the way to school or finds a weapon in the school building and takes that weapon directly to the principal's office, shall not be considered in the possession of a weapon.

+Please keep this handbook for future reference.

Listed Policies:

Policy 413: *Harassment and Violence:*
The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. Rock Ridge Public Schools prohibits any form of religious, racial or sexual harassment and violence.

Policy 501: *Weapons Policy:*
The purpose of this policy is to assure a safe school environment for students, staff and the public.

Policy 502: *Search of student lockers, desks, personal possessions, and student's person:*
The purpose of this policy is to provide for a safe and healthful educational environment by enforcing Rock Ridge Public School's policies against contraband.

Policy 503: *Attendance:*
A. The Board of Education of Rock Ridge Public Schools believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between students and establishes regular habits of dependability important to the future of the student. The purpose of to encourage regular school attendance. It is intended to be positive and not punitive.
B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. This policy will assist students in attending class.

Policy 504: *Student Dress and Appearance:*
The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

Policy 506: *Student Discipline:*
The purpose of this policy is to ensure that students are aware of and comply with Virginia Public Schools' expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. Virginia Public Schools will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

Policy 514: *Bullying:*
A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. Virginia Public Schools cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

Policy 520: *Student Surveys:*
Occasionally Rock Ridge Public Schools utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

Policy 524: *Student Technology Use Agreement Policy:*
The term "Technology Resource(s)" includes, but is not limited to: computer hardware and software, Internet, web-pages, instant messaging systems, networks, telephones, pagers, scanners, printers, digital cameras, photocopy and facsimile machines and all communications and information communicated thereby, including e-mail and voice-mail and all communications and information transmitted by, received from, entered into, or stored in these resources. The term "District" refers to the Rock Ridge Public Schools, Independent School District #2909. The term "user(s)" includes all Rock Ridge Public Schools, Independent School District #2909 faculty/staff members, students, and any other person who may use or access the Technology Resources belonging to the District.

For a list of all board policies, please refer to the webpage below:
http://rrps.org/school-board/school-board-policies/

Last page reminders:

1. Send a signed, dated note to school if:
    a. your child has been absent (give the reason for the absence)
    b. your child is going somewhere other than home after school
    c. your child is riding a different bus
    d. your child is leaving school early
    e. your child will be picked up by someone other than you (for your child's protection it is our policy not to release a student to anyone other than the parent unless we have a signed, dated note stating the name of the person who has permission to pick up the child)

2. Upon returning to school, every absent student must present his/her teacher with a re-admittance note. The note must include the student's name, the date of absence, the reason for the absence, and the parent/guardian's signature.

3. Bring all medication to the school nurse, including short and long-term medication, whether prescription or non-prescription. We require both physician and parental written consent before it can be dispensed at school.

4. With safety as our utmost concern, we request that all visitors (including parents) first report to the office. We will be happy to assist you with any need you may have to communicate with your child or his/her teacher. Parent volunteers are also asked to check in at the office before proceeding to their work area. Volunteers and visitors will be asked to wear a visitor/volunteer badge (obtained from the office).

ROOSEVELT ELEMENTARY

2020-2021

STUDENT HANDBOOK

218-742-3944

COVID SPECIFIC INFORMATION

We are returning to campus in an in-person model unless your individual family selected distance learning. More information about these models are on our website, but included here are some highlights:

In Person Learning

1. Students are required to wear face protection unless an accommodation is on file; however, students will be given mask breaks when distance protocols can be implemented.

2. Students will report directly to breakfast or class upon arrival and will not be able to congregate in the hallways or play on the playground. Because of this, we ask that walkers and those with family transportation arrive as close to the actual class start time as possible. Building access will be open starting at 7:45 for students.

3. All visitors, including parents, should have an appointment to enter the school.

4. All families will be asked to complete a self-screening daily. While the school will utilize our health professionals if additional screenings are necessary, we do not currently plan to check temperatures at the door.

5. Meals may be served in classrooms and individualized as feasible. Cafeteria space may be used depending on circumstances.

6. Use of individual supplies, when available, otherwise shared supplies will be cleaned

7. No Use of Water Fountains — Students may bring water to drink. If bottle filling stations are available, they may be accessed.

8. Student pick-up and drop-off will be staggered by time and/or door.

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Welcome to Roosevelt Elementary School,

It is my pleasure to welcome you to Roosevelt Elementary School. The faculty and staff join me in saying we are excited to have you as part of the Roosevelt family and are looking forward to a productive partnership with you to ensure our children can achieve their highest potential.

Roosevelt Elementary has an interesting historical background. According to our records, early school directors planned a twenty-room school on the present Roosevelt site and it was completed in 1904 at a cost of $65,000. The Superintendent of schools at that time was Mr. Lafayette Bliss who read a congratulatory letter from President Theodore Roosevelt at the dedication ceremony on November 22, 1904. The present Roosevelt structure was completed in 1929. At that time, Roosevelt housed one of the finest secondary facilities in the state. Grades 10-12 walked these halls until 1983. Roosevelt then became an elementary school for the first time. After a short stint as a grades 7-8 school in the 90's, Roosevelt became Virginia's grades 4-6 elementary school. In 2013-14, Roosevelt Elementary welcomed the third grade and became Virginia's 3-6 Elementary School.

We are proud of Roosevelt Elementary, a school known for its high achieving, respectful students and exemplary teachers and support staff. To maintain our current level of excellence and to assist our students in complying with our school's code of conduct, we request that parents and students review the contents of this handbook together. The pages are filled with important information regarding school policy and procedures. If you have questions that remain unanswered after reading the handbook, please call the school office (742-3944). Signing the signature page in this handbook, cutting it out, and returning it to your child's teacher will indicate to us that parents/guardians have reviewed the handbook with their students and have acknowledged the policies and procedures as stated. Please save your copy of the handbook to refer to throughout the school year, as it contains answers to many of the questions you may have about daily life at our school.

We feel that parental involvement is an important component of success in school. We encourage parents to talk with their children about school experiences, inquire about homework assignments, and insist that their children attend school regularly. We hope that all parents will attend conferences and that many will have the opportunity to volunteer in classrooms, on field trips or within our PTSA. We value our parents and appreciate your contributions. We look forward to celebrating with you the achievements of our students.

Sincerely,

Dan Johnson

Dan Johnson
Principal

Roosevelt Elementary School Staff

218-749-KIDS (5437)

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Bob Voss	bob.voss@rrps.org	Transportation	742-3969	Bus Garage
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Jeff Carey	jeff.carey@rrps.org	Buildings and Grounds		District-wide

Roosevelt Elementary School Calendar
2020-2021

All dates are subject to change

Aug. 31, Sep. 1, 2, 3	Teachers' In-service - No classes
Thursday, September 3	Virtual Open House/Book Fair
Monday, September 7	Labor Day - No classes
Tuesday, September 8	First Day of Classes
Thursday & Friday, October 15 & 16	Teachers' Convention-School Closed
TBD	Teacher Conferences
Wednesday, November 25	End of Fall Trimester
Thursday & Friday, November 26 & 27	Thanksgiving Break - School Closed
Wednesday, December 23 – Friday, January 1	Winter Vacation - School Closed
Monday, January 4	Students return from Winter Vacation
Monday, January 18	Teachers' In-service - No Classes
Monday, February 15	Presidents' Day - School Closed
Friday, March 5	End of Winter Trimester
Monday, March 1 - Friday May 7	Grades 3, 4, 5, 6 MCA Testing
Friday, March 12 & Monday, March 15	No School
Friday April 2 - Monday April 5	No School
Tuesday, April 6	Students return to school
TBA	Track & Field Day - Grades 4-6
TBA	Track & Field Day - Rain Date 4-6
~~TBA~~	~~Track & Field Day - Grades 2-3~~
~~TBA~~	~~Track & Field Day - Rain Date 2-3~~
Monday, May 31	Memorial Day
Wednesday, June 2	6th Grade Graduation - 6:00 pm - (Gym)
Wednesday, June 2	Last day of classes for 6th grade students
Thursday, June 3	Last Day of Classes for grades 3-5
Thursday, June 3	End of Spring Trimester

ALL ABOUT US

Virginia third, fourth, fifth, and sixth graders will be housed in the Roosevelt Elementary School during this school year. Your child's safety and well being is our number one priority at Roosevelt Elementary. We will do whatever it takes to ensure that your child has a positive learning experience and is kept in a safe, secure learning environment.

During this school year at Roosevelt Elementary School, a Minnesota Reward School and Minnesota School of Excellence, we will educate five hundred plus students in *grades 3, 4, 5, and 6.* Third, Fourth and Fifth graders will be placed in self-contained classrooms, while sixth graders will participate in departmentalized instruction. Sixth graders will have a homeroom followed by blocks of instruction (including math, social studies, science, language arts, and reading) with each homeroom class traveling for instruction to each of the sixth grade classrooms. All third, fourth, fifth and sixth graders will spend fifty minutes each day with one or more of the five "specialist" teachers on staff who will prepare lessons in music, physical education(2), art, and technology. Roosevelt Elementary also has programs to meet the needs of students who are having difficulty mastering reading and math (Title I), students who have a learning disability (LD), students who are Developmentally Cognitively Delayed (DCD), and students who have emotional/behavior disorders (EBD), along with many more special education programs to meet the individual needs of students.

Our school also owns a "School Forest", located seven miles north of town. Here in this one hundred twenty acre classroom, students experience hands-on learning as they dig into the soil, examine vegetation, observe wildlife, conduct experiments, and explore the history of our area.

Roosevelt Elementary School offers a well-rounded, educational program designed to provide a challenge for students with a wide variety of educational needs. Through our encouragement of parental participation, our rigorous curriculum and the high standards of our teaching staff, Roosevelt Elementary School makes the Rock Ridge School District's beliefs come to life: An educational environment designed to inspire passion and joy for everyone. Collaborative educational experiences with immediate real-world applications. Meaningful integration of community professionals into the daily education of students. Adaptable learning spaces that will continually meet the needs of an ever-changing world. **We want to assure you that we do all we can to protect your children while they are attending school. When you visit our school, please use Door #14 (north side of the complex) and register in the office.**

ASBESTOS NOTIFICATION

Rock Ridge Public Schools has established an asbestos abatement and management plan for all asbestos containing building materials. All of our buildings are regularly inspected to insure compliance. If anyone has questions or concerns, please contact Jeff Carey, the District's Building and Grounds Director.

AFTER SCHOOL PLANS

Your kids are so important to us. We need your help. **Please communicate with your child, before they come to school, about where they are supposed to go after school.** We seem to have an increased need of students using the phone because they don't know what they are supposed to do after school or where they are supposed to go after school.
Another form of this is a student wanting to change plans for what they do after school. We highly discourage this because then it becomes nearly impossible for us to keep track of your child. The safety and security of your children are of the utmost concern for us and we want to make sure we deliver them back to you every night.

Changes in plans, or not knowing plans, makes this very difficult for us. We know how busy things are, but please have a plan and make a plan each day so we can keep a good track of your most precious cargo.

If you do have a change, please call the office well before 2:15 pm so we can get the message out as soon as possible.
If your change in plans is immediate, do not leave a message, talk to a person directly.

ATTENDANCE

All Roosevelt Elementary students are expected to attend school daily and to report to class on time. The Roosevelt Elementary School office is staffed from 7:30 a.m. until 3:30 p.m. (3:15 on Fridays) The playground is supervised from 7:30 am until 3:15 pm. The bell rings and students enter the building at 7:55 a.m. each morning (except on very cold or rainy days when students enter the building as soon as they arrive), and classes begin at 8:00 a.m. Students dismiss at 2:50 p.m. (1:50 on Wednesdays)

Minnesota State Law says that all children between the ages of seven and sixteen are required to attend school and that "the principal shall make and file a complaint against persons neglecting or refusing to comply with the provisions of the law**." Regular, punctual attendance is directly related to success in academics and establishes a habit of dependability important to the future of the student.**

Our goal is to see that students receive the maximum benefit from their school experience by being in class every day. In order to operate efficiently, **WE NEED YOU TO INFORM US WHEN YOUR CHILDREN ARE GOING TO BE ABSENT FROM SCHOOL.** In most cases, this will require a telephone call the day of your child's absence.

Students who are consistently absent and whose parents/guardians do not notify the school will receive a call from the teacher to determine the reason for the absences.

ABSENCES

Excused Absences:
An excused absence is one in which the parent/guardian has informed the school, and the school has approved a student to be absent. The following reasons shall be sufficient to constitute an excused absence:

1. illness
2. serious illness/surgery in the student's immediate family
3. death in the student's immediate family or of a close friend/relative
4. medical or dental appointments that cannot be made after school hours or at other times when school is not in session
5. court appearances
6. religious instruction not to exceed three hours in any week
7. physical emergency conditions such as fire, flood, tornado, etc.
8. removal of a student because of suspension
9. family activities with prior approval of school administration

Procedures for Excused Absences.
A. **Parent/guardian must notify the school office by calling 742-3944 or email the teacher directly, preferably, before school starts (or by 9:00 a.m.) and giving the following information: child's name; grade; teacher's name; reason for absence; length of absence (if known); and any make-up work requests (if the student will be out more than one day).** The office staff is on duty at 7:30 a.m.; should they not be at the

phones, leave the information via a voice message. Make-up work requests will not be ready to be picked up in the office until 3:00 p.m. the following day, as teachers cannot interrupt their teaching to prepare homework to be picked up in the middle of the day. You may also request to have the work sent home with another student, in which case you need to leave the name and classroom of the child who is to bring the work home.

1. **Upon returning to school, every absent student must present his/her teacher with a readmittance note**. The note must include the student's name, the date of absence, the reason for the absence, and the parent/guardian's signature.
2. **No notification of any type by a parent/guardian will result in the absence being unexcused.**

Procedures for Prearranged Absences:

A. The school strongly recommends that family vacations be scheduled on days when school is not in session. If a student must miss school, the following procedure should be followed: At least two school days prior to the student's pre-arranged absence, the student must bring a note to the school office stating the reason and the dates for the absence. The office will then forward the note to the student's teachers**. Because it is difficult to estimate the amount of material which will be covered in the student's absence, we have found it beneficial to have students make up their missed work when they return to school.**

Extended Absences

If a health situation arises and your child will not be able to attend school for an extended period of time, notify the school office. Arrangements can be made to continue your child's education by homebound tutoring. A written medical request by your child's physician and the principal's approval are needed to provide this service.

TARDINESS

Students are expected to be in their classrooms at designated times. Failure to do so constitutes tardiness.

Excused Tardies:

Excused tardies include being absent from an assigned area from 0-3 hours for the following reasons:

1. medical or dental appointment
2. court appearances
3. late bus
4. bad weather; physical emergency conditions such as fire, flood
5. illness
6. serious illness in the student's family
7. a death in the immediate family or of a close friend or relative
8. attendance at the school breakfast program
9. tardiness incurred because school staff has detained the student

Unexcused Tardies:

An unexcused tardy is failing to be in an assigned area at the designated time the class period commences from 0-3 hours without one of the valid excuses listed above (examples: oversleeping; missing the bus). The tardy will be recorded on the student's attendance record.

Consequences for unexcused tardies will be on an individual case basis and at the building principal's discretion.

TRUANCY

Truancy is when a student is absent from school without parental and/or school knowledge or consent.

Consequences for truancy:

1st Truancy: 1 period (40 min.) of detention for each hour truant

2nd Truancy: 2 periods of detention for each truant hour and parent/guardian conference

3rd Truancy: 1 day of suspension and parent/guardian conference

Continuing Truant

Continuing truant means a child who is subject to compulsory instruction and is absent from instruction in an elementary school without a valid excuse for three days. If a student at the Roosevelt Elementary School is a "continuing truant" we will follow the procedures outlined in M.S. 260 A.03 which say that the school must notify the parent:

1. that the child is truant
2. that if he/she has an excuse, he/she must present it
3. that there should be meetings to try to solve the problem
4. that ultimately the parents, as well as the child, could end up in court

Habitual Truant

A habitual truant is a child under 17 years of age who is absent from elementary school without a lawful excuse for seven school days. Minnesota law M.S. 260 A.01 dictates that a representative of the school shall refer a habitual truant child and parents/guardians to the county intervention services. If the intervention services cannot resolve the attendance problems of the truant student, the matter will be referred to the county attorney under section M.S. 260 A.07.

BICYCLES/ROLLERBLADES/SCOOTERS/SKATEBOARDS

In light of both student safety and safekeeping of personal items, we strongly discourage students from bringing rollerblades, scooters and skateboards to school. However, walkers who wish to ride their bicycles, etc. to school may do so if they bring a note to the principal from their parents giving them permission. Bicycles must be padlocked at school, and no bicycles, etc. are to be ridden on school property during school hours, including the noon hour and one half hour after dismissal. Bikes must be walked across intersections and on school property and may not be left at school overnight.

Shoes with wheels attached, skateboards, rollerblades and scooters may not be used on school property. If parents of "walkers" wish for their child to use a skateboard, rollerblades or scooter to travel to and from school, the parents must give the principal a note indicating such permission. The school will not be responsible for the safekeeping of these items.

BIRTHDAYS

Please let the teacher know if you would like to send treats to class to celebrate your child's birthday. **All treats must be commercially made, as home-baked items cannot be given to students due to state health regulations**. We **request** that you send any party invitations to students through the mail instead of passing them out at school. It is easy for feelings to be hurt unintentionally when invitations are distributed at school.

BREAKFAST

The school cafeteria will be offering a daily breakfast program for those students who would like to participate from 7:45-8:00 a.m. Students wishing to eat a school breakfast should go directly to the cafeteria upon arrival to Roosevelt in order to **finish eating by 8:00 a.m**. If you have a later bus, you can bring your breakfast to your classroom. When students are finished they are expected to empty their tray and go directly outside for morning recess or to their classroom depending on the time. Students are not to remain in the cafeteria to socialize.

Breakfast prices are:

Free & Reduced - $0.00 Elementary - $1.80 Milk - $.65

BULLYING

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel.

However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

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

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

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. The school district will act to investigate all complaints of bullying 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.

BUS SAFETY PROCEDURES

We are fortunate to have a school district that provides safe, efficient bus transportation for our students. The schedule of bus times and routes appears in the Mesabi Daily News just before school opens each year. If you have questions about bus information please call our school secretary at 218-742-3944, or call the school bus garage at **218-741-6240**.

The first month of school is School Bus Safety Month. During Bus Safety Month, all Roosevelt Elementary students will receive school bus safety training. We ask your cooperation in reminding students that they are to be responsible citizens on the buses as well as in the classrooms. Please take some time to review with your children the school board approved bus procedures and consequences listed below.

Rules for Waiting at the Bus Stop

1. Be on time.
2. Respect others and their property.
3. Stay away from the street, road or highway.
4. Keep safety in mind...no shoving, running or pushing.

Procedure for Boarding a School Bus

1. Line up in single file.
2. Approach the bus only when it has stopped and the driver has opened the door.
3. Don't push or crowd others.
4. Use the handrail, climb the steps one at a time, and be seated quickly.

Rules When Riding the Bus

1. Obey the driver's instructions.
2. Promptly be seated and remain in your seat.
3. Speak quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep the bus clean and do not damage it.
6. Do not throw any object.
7. Do not bring weapons/dangerous objects on the bus.
8. The use of alcohol, tobacco and drugs is prohibited.
9. Fighting, harassment, and horseplay are prohibited.

Procedure for Leaving a School Bus

1. Remain seated until the bus stops.
2. Let the students in front get off first.
3. Don't push or crowd.
4. Watch your step, and use the handrail.
5. Move out of the "danger zone."

Procedure for Safe Crossing of Vehicle Lanes

1. Move away from the side of the bus, to at least 10 feet in front of the bus.
2. Turn to the driver and make eye contact.
3. Wait for the driver to signal that it is safe to cross.
4. Walk 10 feet in front of the bus, stopping to check for vehicles that might violate

the stop arm.

5. When it's safe, complete the crossing.

Procedures for Emergency Evacuation

There are three different evacuation plans:

1. using only the front service door
2. using only the rear (or side) emergency door
3. using both the service door & the emergency door

Whichever plan is used, students need to:

1. Be quiet and wait for instructions from the driver.
2. Be alert and move quickly.
3. Keep your feet out of the aisle; go out seat-by-seat, alternating sides.
4. Duck your head when going out the emergency door.
5. After you are out of the door, move away from the bus as this clears the way for others to follow.
6. Go a distance of at least 100 feet from the bus and remain there in a group until given further instructions by the driver.

Consequences* for failure to abide by bus rules are as follows:

Elementary (K-6)

1st offense: warning
2nd offense: up to a 3 school days suspension from the bus
3rd offense: up to a 5 day suspension from riding the bus
4th offense: up to a 10-day suspension from riding the bus; meeting with parent(s)
5th offense: Suspended from riding the school bus for the remainder of the school year.

*These consequences may be expedited depending on severity of offense.

Further offenses will be individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

CHILD ABUSE AND NEGLECT

District employees are required by law to immediately report evidence of child physical or sexual abuse, neglect, or emotional maltreatment to the Child Protection Unit of St. Louis County Social Services. Any person who is required to report this evidence and willfully fails to do so will be guilty of a misdemeanor. At the same time, any person who reports child physical or sexual abuse, neglect, or emotional maltreatment is immune from civil or criminal liability. The purpose of reporting such an incident is not to accuse or punish anyone but to help ensure that the situation does not continue.

CODE OF CONDUCT

Policy 506

We believe that students and staff have a right to be safe, a right to learn, a right to be respected and a right to have their property respected. To help ensure that these rights are upheld, we have adopted policies and procedures to give our students direction and set the limits which must be maintained to offer an effective learning atmosphere. While each teacher will display his or her own set of classroom rules and a list of consequences if the rules are not followed, the conduct guidelines that follow are enforced school wide.

Entering the Building, Passing in the Halls, and General Conduct

1. Students should line up at their designated entrance. Students will enter the building when the bell rings and the teacher in charge opens the door.
2. Hats are removed.
3. Students keep to the right side of the hallway and walk through the halls in a quiet, orderly manner.
4. Students shall respect their teachers, peers, and other adults.
5. Students shall follow the directions given by school staff.
6. Inappropriate language will not be tolerated.
7. When classes are dismissed, all students must go immediately to their after-school designation. Loitering is prohibited.
8. Students walk to their buses.

Cafeteria Conduct

1. Walk to your assigned table, make your seating choice, and stay there.
2. Respect your tablemates and the lunch ladies.
3. If you socialize while eating, speak quietly.
4. Food must be eaten in the cafeteria.
5. Leave your spot as clean as you found it.
6. Students remain seated until dismissed and may not leave the cafeteria until they have permission.

Lavatory Conduct:

1. The lavatory should only be used for tending to personal needs.
2. Use the proper receptacles for disposal of hand towels.
3. Do not climb on partitions, hang on doors or stand on stools.
4. Be considerate of fellow students and custodians. Leave the lavatory in as good or better condition for the next person.
5. No writing on walls or floors.

Playground Conduct

1. Students must remain within the fenced area during lunchtime recess.
2. When playing on the equipment, the safety rules outlined by the PE teacher must be observed.
3. Behavior problems/injuries must be reported to the playground aides. Students must line up promptly when the whistle is blown and walk quietly back in the building.
4. The following activities are not allowed, but not limited to, on the Roosevelt Elementary playground: **tackle football, King on the Hill, throwing snowballs or rocks, consuming food or beverage, littering, misuse of playground equipment, and leaving the playground without permission.**

Definitions of Conduct:

Disciplinary action may be taken against students for any behavior which is disruptive to good order or which violates the rights of others at school, at school activities or while being transported by or for the school. The following acts are unacceptable behavior subject to disciplinary action at our school but are not all inclusive:

A. Truancy and Unauthorized Absences (Roosevelt Elementary School's procedures for dealing with this behavior are included under the section entitled Attendance)

1. As required by current statutes, regulations of the State Department of Education and the School Board of this District, students shall be in attendance each day that school is in session. The authority to decide whether an absence is excused or unexcused rests with the building principal. Students returning to school following an absence will be expected to complete all missed assignments within a reasonable period of time.

2. Truancy, for the purposes of this policy, is absenting oneself from school without the approval of the school.

3. If a student develops a pattern of tardiness or truancy disciplinary action will be taken.

B. Damage to School or Personal Property

1. Vandalism: Damage to or destruction of school property or property of others by students.
2. Theft: Theft is the act of intentionally and without "claim of right" taking, using, transferring, concealing, or retaining possession of movable property of another without ones consent and with intent to deprive the owner permanently of the property, or the finding of lost property and not making reasonable effort to find the owner.

C. Physical Assault

1. Physical assault is an act that intentionally inflicts or attempts to inflict bodily harm upon another.

D. Verbal Assaults

1. Verbal assaults are abusive, threatening, profane, or obscene language either oral or written by a student toward a staff member or another student including conduct which degrades people because of their sex, race, religion, ethnic background, or physical or mental handicaps.

E. Threats and Disruptions

1. Dangerous Threats: Threats to normal school operations or school activities, including but not limited to the reporting of dangerous or hazardous situations that do not exist
2. School Disruptions: Any student who disturbs or interrupts the peace and good order of the school or school- sponsored activities will be subject to disciplinary action.

F. Dangerous, Harmful, and Nuisance Substances and Articles

1. Alcohol: Students are prohibited from using, possessing, or being under the influence of alcoholic beverages at school, on school grounds, or at school-sponsored activities.
2. Drugs: Students are prohibited from using, possessing, distributing, or being under the influence of illegal drugs or narcotics at school, school-sponsored activities, or on school grounds.
3. Use of Tobacco: Tobacco use/possession by students is prohibited at school, at school-sponsored activities, and on school grounds
4. Harmful or Nuisance Articles: The possession or use of articles that are nuisances, illegal, or that may cause harm to persons or property is prohibited at school and school-sponsored activities.

G. Failure to Identify Oneself: Failure to provide proper identification upon request of a staff member is unacceptable behavior.H. The violation of any state or local law or the violation of any federal law is unacceptable behavior.

I. The following constitute unacceptable behavior:

1. Willful conduct which materially and substantially disrupts the right of others to an education.
2. Willful conduct which endangers school district employees, the pupil or other pupils, or the property of the school.
3. Willful violation of any rule of conduct specified in this handbook.
4. Violation of the School District Sexual Harassment Policy
5. Violation of the School District's Weapon Policy

Disciplinary Action for Inappropriate Behavior:

Consequences for inappropriate behavior may include, but are not limited to: **Meeting with teacher or principal; detention; loss of school privileges (field trips, school activities, etc.); notification of parent/guardian; parent conference; removal from class; suspension; bus suspension; modification of school program; notification of police; expulsion; and others as determined by the principal and staff. The principal will impose consequences on a case-by-case basis.**

We have included below the definitions of the terms as identified in the Pupil Fair Dismissal Act. We have also listed the procedures we follow at Roosevelt Elementary when implementing these consequences:

Detention:
Detention is a form of discipline that requires a student to remain at school outside normal school hours. Detention could be held Monday-Thursday from 2:50 p.m. - 3:30 p.m. in their teacher's classroom. Students may be assigned time, by their teacher, in the After School Detention for:

1. Neglect of work in the classroom.
2. Misbehavior (disregarding classroom or school rules)
3. Repeated tardiness.
4. Unexcused absence (truancy)
5. Cheating or test/assignment compromise

If the preceding steps are unsuccessful, the child could be assigned time in the After School Management Center.

1. A note will be sent home notifying the parent one day previous to the day the child will be kept after school.
2. The parent will sign the note and make arrangements for transporting the child home. Parent cooperation at this point is essential if home-school objectives are to be met.
3. If there is still continued misbehavior and/or a lack of effort in completing schoolwork after spending time in detention, in-school suspension could be employed.
4. When students choose to behave in ways that we feel are blatantly unacceptable or if they are endangering others, they may be assigned detention, in-school suspension, or suspension without going through the preceding steps. These steps can be expedited and combined anytime.

In-school suspension/Removal from class:
Violation of a teacher's conduct guidelines may result in a student's being removed from class. Removal from class is the short-term exclusion of a student from his classroom situation during which time the school retains custody of the student. Students shall be removed from class only upon agreement of the appropriate teacher and principal after an informal conference with the pupil. At the conference the teacher will notify the pupil/principal of the grounds for removal, provide an explanation of the evidence, and have the pupil present his/her version of the facts. The decision as to removal shall ultimately be up to the principal. The removal from class may be imposed without an informal conference where it appears that the student will create an immediate and substantial danger/disturbance to himself or to persons or property around him. The length of time of the removal from class shall be at the discretion of the principal after consultation with the teacher. It will be the teacher's responsibility to notify the parents (by phone or letter) about their student's removal from class. Students shall be returned to class upon completion of the terms of the removal established at the informal administrative conference.

Suspension:
Suspension is defined as exclusion of a student from all curricular activities due to inappropriate behavior or infractions of the code of conduct policies/procedures outlined in this handbook. Suspension may be exercised by the principal when it is determined that removal from all curricular activities is necessary for the best interests of the educational program, the student involved or other students. Suspension is a more severe consequence than detention or removal from class.

Roosevelt Elementary will assign out-of-school or in-school suspension. During out-of-school suspension the student is prohibited from attending school for a period of time. The school may place a student in "in-school" suspension for a period of time rather than out-of-school suspension. The discretion will be left up to the building principal.

The following is a list of reasons for suspension, but not limited to (in-school or out of school suspension):

1. Possession, evidence of intoxication, or use of narcotics, unauthorized drugs, alcohol, or tobacco

in the school, on school grounds or at school sponsored activities
2. Truancy
3. Willful destruction or damage to school property
4. Bringing a weapon to school or to a school activity
5. Violation of school or classroom rules
6. Recurring detention
7. Misconduct of a nature that interferes with the legal and personal rights of others, specifically the right to an education and which presents a danger to the health, safety, welfare, and morals to any person, including the offender, in the school or at school related activities
8. Theft of personal or school property
9. Any commission of a crime in a school building or on school grounds
10. Insubordination Physical or verbal assault upon a student, member of the faculty, administration or other school employee
11. Sexual, religious, or racial harassment or violence
12. Any sufficient grounds rendering the attendance of the student hostile to the educational program of the school district which results or may result in a disruptive influence on the educational program or on other students or school personnel.

Procedure for suspensions:

A. An informal conference will take place between the principal and the pupil. The conference will take place before the suspension, except where it appears that the pupil will create an immediate danger to self or surrounding persons or property, in which case the conference will take place as soon as practical. At the conference the principal will notify the student of the grounds for suspension, provide an explanation of the evidence; and the pupil will have the opportunity to tell his/her version of the facts.

B. A written notice containing the grounds for suspension, a brief statement of the facts, a readmission plan and a copy of the Pupil Fair Dismissal Act shall be served upon the pupil at the time the suspension is to take place and upon the pupil's parents by mail within 48 hours of the conference.

C. Effort will be made to notify the student's parent or guardian of the suspension by telephone as soon as possible following the suspension.

D. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate danger, written notification of the reasons for and the length of the suspension and the procedure for re admittance, if applicable, shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

E. If requested by the parent or guardian, a conference may be held with the principal to discuss the suspension.

Expulsion:

A school board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled

(Example of an instance, but not limited to, where a student may be expelled: bringing a gun to school).

Readmission Plan:

A student and their parent/guardian will need to go through a readmission plan meeting with the building principal after a suspension period and before they resume attending school. At this time, a plan will be developed and signed by the student and principal so that the student understands the consequences for any further behaviors that could result in disciplinary action.

All students are protected under the Pupil Fair Dismissal Act. Students involved in suspension or possible expulsion will be given a copy of this document which outlines the steps the school district will be taking and defines the student's rights. Parents/guardians of students who have not been involved in suspension/expulsion

situations who wish to view the Pupil Fair Dismissal Act may contact the school principal. Nothing in this handbook is intended to conflict with the Pupil Fair Dismissal Act.

COMMUNICATION

School to Home:
Open communication between home and school is critical to your child's success. Conferences, open houses, report cards, school bulletins, telephone calls, emails, parent portal, web pages, notes and newsletters are some of the ways we will use to keep you informed about your child's school experiences.

If you are visiting/entering Roosevelt Elementary School, for any reason, you will need to enter Door #14. The inside of door 14 is locked; you will need to buzz the office to be let into the building. The outside of door 14 is, and will be, the only door open during the school day. You are required to check into the office for a visitor badge.

With PowerSchool (our student information system), you have real-time access to read our calendar, catch up on your student's class assignments, and check out your student's grades. Whether you want to view your student's attendance and grades or simply email a teacher, open your web browser to our school's PowerSchool parent web site. Wherever you have Internet access, you will be able to view your child's current grades, attendance, and other information at any time.

Report cards are issued three times a year. We distribute computer-generated report cards using Powerschool software.

Parent/teacher conferences in October or November will give teachers and parents a chance for two-way communication. We always have close to one hundred percent participation and are looking forward to keeping up that fine tradition!

Home to School:
We want everyone to feel welcome in our school at all times, and we also give uninterrupted instructional time a high priority. In the interest of least disruption to our school's role in educating children, we ask that you follow this list of procedures when visiting the school:

With safety as our utmost concern, we request that all visitors (including parents) first report to the office. The outside of Door #14 will be the only unlocked entrance into the Roosevelt Elementary School. The inside of door 14 will be locked and you will need to buzz the office to be let into the building. We will be happy to assist you with any needs you may have to communicate with your child or his/her teacher. Parent volunteers are also asked to check in at the office before proceeding to their work area. Parent Volunteers and visitors will be asked to wear a visitor/volunteer badge (obtained from the office).

When picking up your student from Roosevelt, report to the Principal's office and arrangements will be made for your student to be brought to the office to meet you. **Again, all visitors, and this includes parents, must report to the office upon entering the building. If you are delivering books/materials/lunch/treats, etc. to your child; please bring them to the office. School personnel will either deliver the articles to the student or have the students pick them up during a non-instructional time of the day.**

Telephone Calls:
1. Phone calls also constitute an interruption in instructional time and will not be routed to the classroom

during school hours. If you have an emergency, please inform the school office (742-3944) by 1:30 pm and we will be able to get the necessary information to your child.

2. Classrooms will not be interrupted to give reminders to students about pre-arranged activities. We ask that you find other ways to help your child remember (a reminder note pinned to his/her school bag, etc.).

3. **Cell phone use by students for personal calls is prohibited during school hours. Virginia Public Schools will not be responsible for lost or stolen cell phones at school.** Call the office if you need to contact your child in case of an emergency; do not call your student's cell phone. Do not call your student's cell phone during the school day.

4. Student use of telephones is discouraged except in the case of an emergency. After-school plans should be made prior to leaving for school in the morning.

5. Parents who wish to contact a teacher should be prepared to leave a voicemail/email requesting that the teacher contact the parent at the teacher's convenience. Teachers are not available to come to the telephone when school is in session. Leaving a message may also be necessary before or after school, as teachers are often involved in conferences or meetings at these times.

If you wish to discuss any aspect of your child's education at any time throughout the year or if you have concerns or questions, please follow our school's "chain of command." First, call your child's teacher to make an appointment to discuss the situation. If your question is not answered, or your problem is not resolved, please call the Roosevelt Elementary Principal at 742-3944.

Necessary Paperwork:
For your child's safety and security, please:

1. **Complete the necessary paperwork you receive the first day of school and let us know immediately if you have a change in address or telephone number.**
2. **Send a signed, dated note to school if:**
   - **a. your child has been absent (give the reason for the absence)**
   - **b. your child is going somewhere other than home after school**
   - **c. your child is riding a different bus**
   - **d. your child is leaving school early**
   - **e. your child will be picked up by someone other than you (for your student's protection, it is our policy not to release a student to anyone other than the parent unless we have a signed, dated note stating the name of the person who has permission to pick up the child)**

CONFERENCES/MEETINGS WITH PARENTS

Parents are asked to follow our "Code of Ethics and Ground Rules" when participating or attending any school meetings, conferences, IEP meetings, etc. Termination of meetings can occur when and if necessary circumstances arise.

CONFERENCE PREPARATION

1. Decide in advance the questions you want to ask the teacher. It's a good idea to jot them down. Pinpoint specific concerns and avoid generalities.
2. Ask your child if there is anything he/she would like you to discuss with the teacher.
3. Think about things you want to tell the teacher about your child. There are many things you know that could help us better understand your child. The teacher is not prying when she/he asks about your child's family life, health, hobbies, and habits or feelings about school. Knowing these things will be helpful in planning an appropriate teaching approach for your child.

4. Look and listen before you leap. If you're concerned about school, keep cool until you hear the facts.
5. Don't expect the impossible. Be reasonable in what you expect the teacher to do and the amount of special attention that can be given to your child. Ask how you can help meet some of the child's needs at home.
6. Take notes during the conference, and review them when you get home. Start right away on any action steps you and the teacher agreed upon.
7. The conference doesn't end here. You have the right to know at any time about your child's progress or problems. A phone call to your child's teacher will set up an appointment at a time convenient to both of you. Teachers value the interest and opinions of parents.

CODE OF ETHICS/GROUND RULES

1. Focus on the relevant issues and what is best for all students (or the student).
2. Stick to the agenda and/or timelines.
3. Use professional dialogue at all times.
4. Refrain from sarcasm and comments that are negative in nature.
5. Put any personal and political agendas aside.
6. Respect and welcome differences of opinion and listen to each other without interrupting.
7. Be honest, open-minded, and refrain from judging.
8. Support decisions made by the group.

DISMISSAL, ARRIVAL, AND BUS DEPARTURES

Suggested arrival time before school is 7:50 am. We encourage parents that are dropping their students off for school to make a concentrated effort at 7:50 am, or later, drop off time.

All Roosevelt students are dismissed from school at 2:50 pm. (1:50 on Wednesdays) **Students who walk home are expected to leave at 2:50 pm to go home or to their designated, pre-arranged place.** Students who ride the bus home can wait for their bus until its arrival on the Roosevelt playground. Buses arrive and depart at varying times shortly after 2:50 pm.

DOOR 14

Door 14 is the main entrance to Roosevelt Elementary School. Door 14 is located on the corner of 2nd street south and 5th avenue south. The outside door at 14 is always open during school hours. Upon entrance, you will then need to buzz the office to proceed through the secured entrance. Directions are on the wall next to the intercom system.

DRESS CODE

Policy 504

While it has become obvious nationwide that dress codes are almost impossible to maintain, we credit our Roosevelt Elementary families for the neat, appropriate attire of our students! Our school is a place for the business of education, and students' grooming and dress should be appropriate to the school setting, as well as appropriate for the season and the weather. **Hats and headgear may not be worn in the building. Apparel may not include words or visuals that are obscene, abusive, and discriminatory or which advertise, or otherwise condone the use of drugs, alcohol or tobacco. Items of clothing which could be distracting to the educational process (examples, but not limited to bare midriffs, spaghetti straps, halter tops, pants torn above the knee and shorts/skirts which are shorter than half the distance between the waist and the knee) are considered inappropriate school attire.** Students disregarding the dress code will be sent to the office. A parent may be asked to bring in alternate clothing or the student may use clothing available.

EARLY RELEASE SCHEDULE

1:50 p.m. Dismissal
Every Wednesday is an early release.

EMERGENCY SCHOOL CLOSING

The time is here again when schools close for inclement weather. I want you to be informed of the procedures that will be used if school closings are necessary. While I do not anticipate closing school often, you do need to be prepared. Schools close for non-weather related reasons also such as the loss of a utility like electricity or water. It is possible that busses may run in town but not on all rural roads.

There are three types of school closings. They are closed for the day, a late start and an early dismissal. Late starts will always be two hours late. That means if class starts at 8:00 am on a normal day it will start at 10:00 am on a late start day. A cold breakfast will be available if there is a late start day. Preschool programs such as ECSE, ECFE, Learning Readiness and Head Start will communicate individually with parents what their schedule will be on late start dates. If there is an early dismissal then After School Child Care will **not** be held.
The decision to close or run late will be made early enough in the morning for parents to make adjustments in your personal schedules and to accommodate day care. Due to the fact that science has not advanced far enough yet to have weather forecasts that are 100% accurate, a decision to close school will not be made in the evening. You will need to wait until the morning to hear the announcement.

Rock Ridge Public Schools is linked to the PowerSchool Messenger system. Once you have signed up to accept information, you will receive emails, text messages, and/or phone calls with important school announcements. This system will also alert you by an automated phone message to any school closing due to inclement weather.

In addition to the PowerSchool Messenger system the radio and TV stations listed below will announce information concerning the Rock Ridge Public Schools. The school closing announcements will be put on the following media stations:

Radio
WEVE 97.9 FM 1340 AM
WTBX 93.9FM
Radio USA 99.9 FM
KMFG 106.3 FM
KMFG/WMFG 1240 AM
WNMT 650 AM

Television
KDLH TV3
KBJR TV6
WDIO TV10

The information will be put on the homepage of the Rock Ridge Public Schools school website. You may want to bookmark *http://rrps.org* as a favorite on your home computer.

Please **do not** call the school to find out if school is closed. This only interferes with the process of getting the information to the public in a timely manner.

You need to prepare your children for the winter season. I urge you to go to the Minnesota Department of Public Safety website. Go to their website, they have some great information there. Below is an example from their website.

Winter Attire: Dress warmly in loose-fitting, layered, lightweight clothing. Outer garments should be tightly woven,

water repellent and natural wool, if possible. Wear a hat. More than half of body heat is lost through the top of the head. Wear mittens that are snug at the wrist. Mittens offer better protection than gloves which allow your fingers to cool much faster. Cover your mouth and nose with a scarf to help protect lungs from cold air. Attempt to keep your feet as dry as possible.

FIRE DRILLS

Fire drills are conducted to practice quick building evacuation to reduce the probability of injury in the event of a real fire or other emergency. Explanations of exit routes are provided to each classroom. Teachers explain the procedures to follow. Students leave the building in a quiet and orderly manner and move away from the building to the sidewalks surrounding the school. On a signal that all is clear, students quietly return to their classrooms

FRAGRANCES AND MAKEUP

Please refrain from using large amounts of fragrances. We DO recommend the use of deodorant but would rather you stayed away from full body sprays. This will help increase our indoor air quality and decrease our allergic reactions. Leave all products at home.

Please do not bring makeups/fragrances to school as it is a distraction to the learning environment.

GRADING SCALE

Roosevelt Elementary Grading Scale

100%	A+	78-71%	C
99-91%	A	70%	C-
90%	A-	69%	D+
89%	B+	68-61%	D
88-81%	B	60%	D-
80%	B-	59%& below	U
79%	C+		

E	Excellent
S+	Above Satisfactory
S	Satisfactory
S-	Just Below Satisfactory
N	Needs improvement

HEALTH SERVICES

The health and well being of our students is a constant concern. A registered nurse is on daily duty at Roosevelt Elementary School. The nurse's office is located in the center of the Technical Building (T125) next to the Abraham Lincoln statue. The Nurse is available for consultation with parents and should be alerted if a child has a particular health problem that may affect his/her learning or functioning at school. All injuries/excuses must be cleared through the nurse. Nurse can be reached by calling 218-742-3918. Some health service activities conducted by our school nurse include:

1. Medication Administration
2. Vision and Hearing
3. Scoliosis screening
4. Immunization record review

5. Student health record review; current health information update obtained from parent and documented on health record
6. Maintaining emergency information on each student
7. Providing services for injury or illness
8. Assisting in identification, control and prevention of communicable diseases
9. Health Assessment for Individual Education Plan
10. Classroom presentations
11. Assist in maintaining a safe and healthy school environment

Accidents

Accidents in school, on the school grounds or occurring at a school event must be reported to the nurse and the principal. The student's health status will be assessed as to the degree of injury and treatment needed. Health service personnel will administer basic first aid.

If an injury needs further medical/dental assessment and/or treatment, parents will be called to transport their child to the health care facility of their choice. If parents cannot be reached, the designated individual on the emergency card will be called. Parents are responsible for the choice of treatment sought.

In the event of a life threatening accident or emergency requiring immediate attention, parents will be notified by telephone as to the student's condition. The student will be transported by school vehicle or ambulance to the medical /dental facility designated by the parent. If the parents cannot be reached, the school authorities will use their judgment in calling an ambulance or the child's physician/dentist per the Emergency Card information. If a parent does not approve of the aforementioned plan, he/she must designate in writing what they would like done and have it on file in the nurse's office.

Illness During School Day

When a student presents himself/herself at the nurse's office complaining of an illness, he/she will be assessed. The child will be monitored to determine if he/she should return to class or go home. If the child has symptoms that do not allow him/her to function in the classroom, the parent-guardian will be telephoned to transport their child home. When parents/guardians cannot be reached, information on the Emergency Card will be used. If the nurse is unable to reach anyone, the student will remain in the nurse's office the remainder of the day until an adult is reached. A child will never be sent home without consent from his/her guardian or the emergency phone numbers. Students being sent home due to an illness / injury will be dismissed from the Nurses' Office A139. Parents can pick up their child there using Door #3 on 5th Avenue. Parents/guardians or designated individuals listed on the emergency cards are responsible for transporting ill students home.

Immunizations

It is the parent's responsibility to have his/her child immunized. Minnesota law requires that in order to enroll or remain enrolled in a school, the parent must submit a statement to the school that shows the child is either:

1. Completely immunized against diphtheria, tetanus, pertussis, polio, measles, and rubella according to child's age/grade level.
2. Medical or conscientious exemption

The School Health Service will annually review the immunization status of all students and make appropriate recommendations to complete the required immunization series or for boosters. Immunizations can be obtained from your family physician or the St. Louis County Health Department (call 749-0600) if your child is not covered under a private health insurance plan.

Medication Procedure

Medications must be dispensed by the school nurse when the student's health may be jeopardized without it, and when needed to maintain/promote the health of the student so that learning is enhanced.

All medication, including short and long-term medication, whether prescription or nonprescription, requires both physician and parental written consent. Please contact the School Nurse at extension 1918 for all information.

If your student needs to take a prescription and or over-the-counter medication during school, the school district requires:

1. Signed written permission from the parent/guardian for school personnel to dispense medication. The statement must include: the name of the student, name of the medication, the reason the medication needs to be given, the route, the dosage, the time(s) the medication is to be given, the termination date if it is a time limited medication order. The district's Medication Authorization form is available in the school health office.
2. A written statement from the child's health care provider which includes the name of the student, the name of the medication, the reason the medication needs to be given (diagnosis), route, dosage, frequency and time of administration, possible side effects, termination date.

The physician must write this on a prescription form or use the district's Medication Authorization Form. The order must be updated annually. Updated consents will be obtained if orders change.

1. The school nurse will fax the Medication Authorization form to your child's healthcare provider prior to dispensing the medication if consent was not received with the parent permission statement.
2. Prescription medication must be in a properly labeled pharmacy container. Ask the pharmacist for a bottle for home and one for school.
3. Over the counter (non-prescription) medications must be in the original container that includes product instructions
4. School personnel will not dispense medications that are sent to school in improperly labeled containers (i.e. plastic bags or containers, envelopes, etc.)
5. Parent/guardian is responsible for providing all medications.
6. Parent/guardian is requested to bring controlled substances to school and give directly to Health Service personnel or other appropriate school personnel.
7. The school district retains the discretion to reject requests for administration of medication if the procedure is not followed.
8. Only medications approved by the Food and Drug Administration (FDA) will be given.
9. Please refer to the school nurse at 742-3918, with questions or further clarification.

<u>When to keep my child at home</u>

Many parents are frequently concerned about when to keep children home or send them to school. The following information is intended to help parents with this decision:

The child should stay home if she/he:

1. Has had a fever of 100 degrees or more, and should remain at home for 24 hours after the temperature returns to normal.
2. Has vomited or had diarrhea, and should remain at home for 24 hours after it has stopped.
3. Has a persistent cough.
4. Has any rash.
5. Has open or draining skin sores.
6. Has inflamed or draining eyes or ears.

If your child is ill, please contact the teacher to report the illness.

INDOOR AIR QUALITY

Rock Ridge Public Schools has established an Indoor Air Quality Program. If any parents, staff or students have any questions or concerns, please contact Mike Hoag, the district's Indoor Air Quality Coordinator, at 744-7748. A copy of the plan will also be available for review in the building principal's office.

IN-SCHOOL SUSPENSION (ISS)

ISS services will be used at the discretion of the building principal. Typically, a student will be placed in ISS for repeated negative or inappropriate behaviors, repeated detentions, or a behavior that would warrant a consequence more severe than detention.

LOCKERS

Policy 502

The 1995 Omnibus Crime Act creates a statewide school policy. It provides that it is the policy of the State of Minnesota that:

"School lockers are the property of Rock Ridge Public Schools. At no time does the Rock Ridge District relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspection of the interior of lockers may be conducted by school authorities 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 authorities 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 authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials."

1. All students must provide their own locks.
2. STUDENTS ARE RESPONSIBLE FOR ALL CONTENTS CONTAINED IN THEIR LOCKERS.
3. STUDENTS ARE ADVISED NOT TO LEAVE MONEY OR OTHER VALUABLES IN THEIR LOCKERS.
4. Students found tampering with another person's locker will be liable for in-school suspension.
5. STUDENTS ARE NOT TO CHANGE LOCKERS.
6. Students will be expected to honor a request by the administration to open his/her locker for inspection. Should a student refuse to honor the request, the school reserves the right to cut the lock on the student's locker.

LOST AND FOUND

We have one Lost and Found box near the front entrance by the school office. Items are displayed, and those not claimed are disposed of. It's a good idea to mark your child's belongings, as many valuable pieces of clothing and equipment are turned in and never claimed.

LUNCH/PLAYGROUND PERIOD

The cafeteria is a place for students to eat their lunches and visit with their classmates. We do not assign seats, but we do require students to remain seated at one table with their class. Students spend about fifteen minutes of their lunch period eating their lunches and the other fifteen minutes outside on the playground. Students are supervised in the cafeteria and on the playground by lunchroom aides. Students are encouraged to participate in our well-balanced, hot lunch program. *Lunch prices are:*

Free & Reduced - $0 Elementary - $2.60 Milk - $.65

All parents are encouraged to complete the school lunch paperwork as part of the educational funding for our school is calculated according to how many of our students' parents complete free and reduced school meal forms and then qualify for free and reduced-price school meals.

All 3rd graders will have lunch from 11:25 - 12:05

All 4th Graders will have lunch from	12:10 to 12:40
All 6th Graders will have lunch from	12:30 to 1:00
All 5th Graders will have lunch from	12:45 - 1:15

Students who purchase food items from the cash "Snack Bar" are to eat those items during their lunchtime. **Students are not to remove these food items from the cafeteria and bring to their locker or "pocket" them and bring outside onto the playground.** If students purchase items and are unable to finish eating those items during their lunchtime, the expectation is that they must then dispose of those items in the garbage before going outside to recess.

Please make certain your students arrive at school dressed for the weather (boots, mittens, hats) as they spend fifteen minutes on the playground after lunch. Only students who have written permission from their parents (requests that include illness must be accompanied by a doctor's excuse) will be allowed to stay in during the noon hour. Local pediatricians agree that if students are well enough to be in school, they should be able to play outdoors for a brief interval without endangering their health. The physical exercise/fresh air the students get at this time provides an outlet for energy and tension release and contributes to better attitudes and behavior in the afternoon. During very cold or rainy weather, all students are kept indoors with the playground aides supervising their inside activities.

PERSONAL PROPERTY

Students are not to bring to school personal property that is not directly related to class work (examples, but not limited to: phones, video games, music players, cameras, money in excess of a student's daily needs, etc.), as safe storage is a concern**. Roosevelt Elementary will not be responsible for, nor spend time looking for, lost or stolen personal items. Don't bring it to school if it is so important that you can't lose it.**

PEST CONTROL: (PARENT'S RIGHT TO KNOW ACT)

Our school district utilizes a licensed, professional pest control service form for the prevention and control of rodents, insects, and other pests in and around the district's buildings. Their program consists of:

1. Inspection and monitoring to determine whether pests are present and whether treatment is needed;
2. Recommendations for maintenance and sanitation to help eliminate pests without the need for pest control materials;
3. Utilization of non-chemical measures such as traps, caulking and screening;
4. Application of EPA-registered pest control materials when needed.

Pests can sting, bite, cause contamination, damage property, and spread disease. Therefore, we must prevent and control them. The long-term health effects on children from the application of such pest control materials, or the class of materials to which they belong, may not be fully understood. All pest control materials are chosen and applied according to the label directions per Federal law.

An estimated schedule of interior pest control inspections and possible treatments is available for review or copying at each school office. A similar estimated schedule is available for application of herbicides and other

materials to school grounds. Parents of students may request to receive, at their expense, prior notification of any application of a pest control material, should such an application be deemed necessary on a day different from the days specified in the schedule.

PETS

Students and parents are **not** to bring pets to school or school-sponsored events.

PTSA

We have a GREAT PTSA! Roosevelt Elementary has a very strong, supportive Parent/Teacher/Student Association that does wonderful things for our students and staff! The group coordinates lucrative fundraisers, runs a Book Fair, coordinates a sixth grade activity day, DARE Graduation, funds the transportation for class field trips, provides treats for school parties, coordinates school pictures, honors and appreciates our teachers, and much more. Join PTSA….it is a great way to get involved at Roosevelt Elementary! Contact Roosevelt Elementary School at 742-3944 or the PTSA at rooseveltelementaryptsa@gmail.com.

SAFE SCHOOLS DRILLS (Lockdowns)

Minnesota State statute requires schools to have crisis management plans in place. As part of these plans, schools are preparing to better respond to a variety of potential crisis situations. Our school district has implemented a solid crisis plan, and our safe school drills will help build students, parents and staff's confidence that we are prepared for any situations which could potentially jeopardize our safety. Our school has a Crisis Response Team with clearly defined roles, and staff has attended training sessions on the issues of crisis management. Our safe drills will include Classroom Lockdowns (example of need: unwelcome intruder); Classroom Evacuations (example of need: tornado); Building Evacuations (example of need: fire) and Campus Evacuations (example of need: bomb threat).

What can parents do to help support our safe school efforts?

1. Remind your children that there is a very slim chance of a crisis occurring. Like the Scout motto, "Be prepared," our intention in conducting numerous Safe Schools Drills is to stress the importance of safety and preparedness.
2. Stress to your children that while they needn't be fearful of our drills. They need to take them seriously and follow the procedures given by their teachers.
3. To protect our students from unwelcome intruders, we ask that all visitors to our school (including parents and volunteers) stop in the office for an identification badge. Wearing the badge assures our staff and students that you have checked in at the office and are a welcome visitor!
4. Get the facts – please do not spread rumors!

What if a crisis situation did occur?

In most cases your children would be cared for at the school. In the rare event of an emergency affecting the school that prohibited re-entry to the building (such as a fire or bomb threat), students would be accompanied to a predetermined alternate site off campus. In case of a school emergency situation, we ask that parents/guardians follow these procedures:

1. The school closing announcements will be put on the following media station:

Radio
WEVE 97.9 FM 1340 AM
WTBX 93.9FM
Radio USA 99.9 FM
KMFG 106.3 FM
KMFG/WMFG 1240 AM

Television
KDLH TV3
KBJR TV6
WDIO TV10

WNMT 650 AM

2. PLEASE DO NOT TELEPHONE THE SCHOOL. The phone lines must be used to respond to the emergency. Watch for an Instant Alert message.
3. PLEASE DO NOT COME TO SCHOOL UNLESS REQUESTED TO PICK UP YOUR CHILD AT SCHOOL.
4. If the incident necessitates relocation of staff and students to off campus locations, listen to the MEDIA for information as to where and when your children can be picked up. Only parents/guardians of the students will be allowed to remove their children from these locations.

SCHOOL SUPPLIES

Books and many other supplies needed during a normal school day are provided by the school district. We require that students take good care of our school equipment and books. Students will be expected to pay for lost or damaged books or equipment on a prorated basis.

SEXUAL, RELIGIOUS, RACIAL HARASSMENT POLICY

Policy 413

Everyone at the Roosevelt Elementary School has a right to feel respected and safe. Consequently, we want to familiarize you with our policy to prevent religious, racial or sexual harassment and violence of any kind.

A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:

1. name calling, jokes or rumors
2. pulling on clothing
3. graffiti
4. notes or cartoons
5. unwelcome touching of a person or clothing
6. offensive or graphic posters or book covers or
7. any words or actions that make you feel uncomfortable, embarrass you, make you feel bad.

If any words or actions make a student feel uncomfortable or fearful, he/she needs to tell a teacher, a counselor, the principal or the Human Rights Officer, who is Misty Elliott, School Nurse. Students may also make a written report. The student's right to privacy will be respected as much as possible. We take all reports seriously and will take appropriate actions based on the reports. The school district will also take action if anyone tries to intimidate the victim or take action to harm him/her because he/ she reported the situation.
This is just a summary of the Rock Ridge School District's policy against religious, racial and sexual harassment and violence. Complete copies are available in the Superintendent's office. Remember: Religious, racial and sexual harassment and violence are against the law! For more information contact:

Misty Elliott, Human Rights Officer
Rock Ridge Public Schools Virginia, MN 55792
411 Fifth Avenue South 749-5437, extension 1918

STUDENT SURVEY PUBLIC NOTICE

Policy 520

PUBLIC NOTICE

Rock Ridge Public Schools gives notice to parents of students currently in attendance in the school district, eligible students currently in attendance in the school district and students currently in attendance in the school district, of their rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations.

1. Parents, eligible students and students are hereby informed that they have the following rights:

a. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by parents or guardians of students.

b. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

(1) political affiliations or beliefs of the student or the student's parent;

(2) mental and psychological problems of the student or the student's family;

(3) sex behavior or attitudes;

(4) illegal, antisocial, self-incriminating or demeaning behavior;

(5) critical appraisals of other individuals with whom respondents have close family relationships;

(6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or

(7) religious practices, affiliations, or beliefs of the student or the student's parent;

(8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

c. A parent, on behalf of a student or an eligible student, has the right to receive notice and an opportunity to opt the student out of participating in:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Paragraph 1.b., above.

(3) Any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under state law.

d. This notice does not preempt applicable state law that may require parental notification.

e. The school district has developed and adopted a policy regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

f. The school district will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes.

g. The school district will directly notify parents and eligible students, at least annually at the start of each school year, of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

(1) Collection, disclosure, or use of personal information for marketing, sales, or other distribution.

(2) Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.

(3) Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

STUDENTS TECHNOLOGY RESOURCES & INTERNET POLICY

Policy 524

GENERAL STATEMENT OF POLICY

This policy has been implemented to clarify the responsibilities of users as well as the expectations of the District as they apply to the use of the District's Technology Resources. In making decisions concerning user access to the District's Technology Resources, the District considers its own stated educational mission, goals and objectives.

Making Technology Resources available increases the possibility that some material may be obtained that is controversial, obscene, repulsive, or potentially harmful. However, the District believes that the educational, business and administrative value of the Technology Resources far outweighs the possibility that users may obtain material that is inconsistent with the educational goals and policies of the District. The District expects that the faculty will blend thoughtful use of the District's Technology Resources throughout the curriculum and will provide guidance and instruction to students in their use. This policy is consistent with other District policies that relate to proper behavior

within the school setting. All users are expected to use the Technology Resources in a responsible, ethical and appropriate manner, and the District will actively focus on providing individual users with the understanding and skills needed to use all Technology Resources in ways appropriate to educational needs and personal safety.

PURPOSE

The District provides access to Technology Resources because of the great informational and educational benefits that can be gained through the use of such resources. The primary use of the District's Technology Resources is to support the academic programs of the District to allow bona fide research and to support school related activities. The use of the District's Technology Resources will: (1) enhance classroom learning activities (2) facilitate professional or career development (3) assist in the collaboration and exchange of educational information. Use of the District's Technology Resources that is specifically aimed to assist users in performing the business and administrative functions

of the District is also permitted.

TESTING

In a world of increasing system accountability, schools are being asked how well they are educating their students and how their students compare with students in other schools. To help measure our system's accountability and to give parents/students an idea of how we're doing, students at Roosevelt Elementary participate in two kinds of testing, the state's mandated MCA (Minnesota Comprehensive Assessment) and our STAR testing; computer on-line testing program. These tests measure academic ability in numerous areas.

Standardized MCA Testing: With the state of Minnesota and through the Department of Education, MCA testing is required testing for all 3rd, 4th, 5th, 6th grade students. These tests are taken statewide. Please note that Roosevelt Elementary School will be taking these tests near the end of April/early May. Please check with us

before planning family vacations that may conflict with these tests. More specific information will be provided as testing time nears. Contact: Tara Fierke-Kleppe, tara.fierke@rrps.org District Assessment at: 218-744-7775

Opt Out of Testing Form:

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DEPARTMENT OF EDUCATION

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The Minnesota K–12 Academic Standards are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)	ACCESS and Alternate ACCESS for English Learners
• Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8 and high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities.	• Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Posted May 2018

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our Statewide Testing page (education.state.mn.us > Students and Families > Programs and Initiatives > Statewide Testing).

Posted May 2018

DEPARTMENT OF EDUCATION

Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date_____(This form is **only** applicable for the 20____to 20____school year.)

Student's Legal First Name_____ Student's Legal Middle Initial_____

Student's Legal Last Name_____ Student's Date of Birth_____

Student's District/School_____ Grade_____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the MDE website (Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading _____ MCA/MTAS Science

_____ MCA/MTAS Mathematics _____ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will lose one opportunity to receive a qualifying score that could potentially save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My student will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability. My school and I may lose valuable information about how well my student is progressing academically. In addition, refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____

Posted May 2018

TITLE IX

It is the policy of the Rock Ridge Public Schools not to discriminate on the basis of sex, race, creed, color or national origin in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Superintendent of Schools at 749-5437, extension 1901 or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

WEAPONS POLICY

Policy 501 *http://vmps.org/board-of-educatin/board-policies/*

The following policy applies to students K-12 who are enrolled in all of the Rock Ridge Public Schools:

Possession of a weapon will result in (1.) an initial suspension for five days; (2.) confiscation of the weapon; (3.) police involvement as they will be contacted immediately; (4.) the completion of a thorough investigation. At the completion of the investigation, the student may be expelled.

Definition of Possession of a Weapon: possession refers to having a weapon on one's person or having a weapon in an area subject to one's control on school property or at a school activity

Definition of a weapon: Weapon means any firearm, whether loaded or unloaded; any device or instrument designed as a weapon or, through its use, capable of threatening or producing great bodily harm or death; or any device or instrument that is used to threaten or cause bodily harm or death. Some examples of weapons are (This is a partial list. Any device or instrument which does meet the above criteria and may cause great bodily hear or death could be included in this list.): A gun (including pellet guns, look-alike guns and nonfunctional guns that could be used to threaten others), knives, clubs, metal knuckles (used in a threatening manner), nunchucks, throwing stars, explosives, stun guns, and ammunition.

A student who finds a weapon on the way to school or finds a weapon in the school building and takes that weapon directly to the principal's office, shall not be considered in the possession of a weapon.

Please keep this handbook for future reference.

Listed Policies:

http://vmps.org/board-of-education/board-policies/

Policy 413: ***Harassment and Violence:***
The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. Virginia Public Schools prohibits any form of religious, racial or sexual harassment and violence.

Policy 501: ***Weapons Policy:***
The purpose of this policy is to assure a safe school environment for students, staff and the public.

Policy 502: ***Search of student lockers, desks, personal possessions, and student's person:***
The purpose of this policy is to provide for a safe and healthful educational environment by enforcing Virginia Public School's policies against contraband.

Policy 503: ***Attendance:***
A. The Board of Education of Virginia Public Schools believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. This policy will assist students in attending class.

Policy 504: ***Student Dress and Appearance:***
The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

Policy 506: ***Student Discipline:***
The purpose of this policy is to ensure that students are aware of and comply with Virginia Public Schools' expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. Virginia Public Schools will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

Policy 514: ***Bullying:***
A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. Virginia Public Schools cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

Policy 520: ***Student Surveys:***
Occasionally Virginia Public Schools utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

Policy 524: ***Student Technology Use Agreement Policy:***
The term "Technology Resource(s)" includes, but is not limited to: computer hardware and software, Internet, web-pages, instant messaging systems, networks, telephones, pagers, scanners, printers, digital cameras, photocopy and facsimile machines and all communications and information communicated thereby, including e-mail and voice-mail and all communications and information transmitted by, received from, entered into, or stored in these resources. The term "District" refers to the Virginia Public Schools, Independent School District #706. The term "user(s)" includes all Virginia Public Schools, Independent School District #706 faculty/staff members, students, and any other person who may use or access the Technology Resources belonging to the District.

For a list of all board policies, please refer to the webpage below:
http://vmps.org/board-of-education/board-policies/

Last page reminders:

1. Send a signed, dated note to school if:
    a. your child has been absent (give the reason for the absence)
    b. your child is going somewhere other than home after school
    c. your child is riding a different bus
    d. your child is leaving school early
    e. your child will be picked up by someone other than you (for your child's protection it is our policy not to release a student to anyone other than the parent unless we have a signed, dated note stating the name of the person who has permission to pick up the child)

2. Upon returning to school, every absent student must present his/her teacher with a re-admittance note. The note must include the student's name, the date of absence, the reason for the absence, and the parent/guardian's signature.

3. All medication, including short and long-term medication, whether prescription or nonprescription, requires both physician and parental written consent before it can be dispensed at school.

4. With safety as our utmost concern, we request that all visitors (including parents) first report to the office. We will be happy to assist you with any needs you may have to communicate with your child or his/her teacher. Parent volunteers are also asked to check in at the office before proceeding to their work area. Volunteers and visitors will be asked to wear a visitor/volunteer badge (obtained from the office).

Virginia High School

Blue Devils

Student Handbook

2020-2021

We See...

*An educational environment designed to inspire passion and joy for everyone
*Collaborative educational experiences with immediate real-world applications
*Meaningful integration of community professionals into the daily education of students
*Adaptable learning spaces that will continually meet the needs of an ever-changing world

411 5th Avenue South ● Virginia, Minnesota 55792 ● 218-749-5437

Attendance Line: ext. 8025 ● Website: www.rrps.org

COVID SPECIFIC INFORMATION

We are returning to campus in an in-person model unless your individual family selected distance learning. More information about these models can be viewed by visiting www.rrps.org and clicking on the COVID 19 Back to School Plan, but highlights are included below.

IN PERSON

1. Students are required to wear face protection unless an accommodation is on file; however, students will be given mask breaks when distance protocols can be implemented.

2. Students will report directly to breakfast or class upon arrival and will not be able to congregate in the hallways. Because of this, we ask that walkers and those with family transportation arrive as close to the actual class start time as possible.

3. All visitors, including parents, should have an appointment to enter the school.
4. In order to minimize spreading and maximize ease if we are forced in to a hybrid or distance model, we have transitioned from a 7-period day to a 4-period block. Students still attend school from 8:15-3:05 each day; however, they now have only four classes at any one time. I've included a bell schedule at the bottom.

5. We have limited use of lockers. Those requesting a locker must contact the office. All others are encouraged to use a backpack.

6. All families will be asked to complete a self-screening daily. While the school will utilize our health professionals if additional screenings are necessary, we do not currently plan to check temperatures at the door.

DISTANCE

1. Students participate in learning 5 days per week.

2. Students will connect for scheduled class periods a minimum of 3 times per week via ZOOM. During this time, instructors will provide live lessons simulating a typical class period.

3. The days that students do not connect for scheduled class time (typically 2 days per week), they will have independent online work that must be completed.

4. Not all electives will be available, but we will make efforts to provide creative schedules for students

Purpose of Student Handbook

To Students, Parents, and Guardians:

Please take time to read this handbook.

DUE to the global COVID-19 Pandemic, items in this handbook are subject to change. Please keep up to date, as changes may occur rapidly throughout the year.

The student handbook should be used as a source of regulations, policies, and information for the student while attending the Virginia High School. Students should read the student handbook carefully, review it with their parent/guardian and keep it as a reference. The administration reviews the rules and procedures each year, making them relevant to protecting the rights of all students and allowing the school to function in a safe environment.

The Rock Ridge Public School District will continue with an educational plan designed to develop students' social skills as well as a better understanding of responsibility, respect and resourcefulness. The educational plan includes behavior expectations, achievement expectations, student self-management, and student social skills. The purpose of the plan is for the staff to work together to raise the quality of work done by students, and enhance the attitude of both students and teachers towards school and learning. The total education system teaches students such outcomes as self-discipline, self-management, respect, responsibility, planning, organization, persistence, tact, courtesy and coping skills. The education plan has had an impact on the rules and procedures that are written in this handbook.

Students are responsible for knowing and following the rules, regulations, policies, and procedures contained in the student handbook. ~~The signing of the enrollment card indicates~~ The handbook will be sent home electronically to families at the start of the school year. It is expected that the parent/guardian review the high school student handbook and acknowledge the rules, regulations, policies and procedures as stated. Any questions or concerns should be addressed to school administration.

Lisa Perkovich
Virginia High School Principal

TBD
VHS Assistant Principal

This handbook is divided into (5) sections and items are subsequently listed alphabetically.

1-General Information
2-Academics
3-Attendance
4-Rules and Discipline
5-Sports and Student Activities

Items in red are changes from previous years and many are due to COVID 19 guidelines.

All visitors should utilize Door #5 as the entrance to the building. Students will use multiple doors.

Students arriving after 8:15 am will be required to be buzzed in to the building at Door #5.

Students are dismissed by the teacher…not the bell.

Building Hours: 7:45-3:45. Students should be in their assigned location or out of the building by 3:20 PM.

VIRGINIA HIGH SCHOOL

COVID 19 BELL SCHEDULE

2020-2021

CLASS PERIODS		EARLY RELEASE WEDNESDAYS	
Block #1	8:15-9:44	**Block #1**	8:15-9:29
Block #2	9:51-11:20	**Block #2**	9:36-10:50
Block #3	11:27-1:29	**Block #3**	10:57-12:44
JH Courses		JH Courses	
11:27-12:00	Lunch	10:57-11:30	Lunch
12:00-1:29	Class	11:30-12:44	Class
SH Courses		SH Courses	
11:27-12:10	Class	10:57-11:37	Class
12:10-12:43	Lunch	11:37-12:10	Lunch
12:43-1:29	Class	12:10-12:44	Class
Block #4	1:36-3:05	**Block #4**	12:51-2:05

24-Hour Attendance Line

749-5437 Ext. 8025

Main Office:	742-3915
Activities Office:	742-3923
Nurse's Office:	742-3918
Counseling Office:	742-3910
Indian Ed Office:	742-3949
SpEd Coordinator:	ext. 1909
504 Coordinator:	ext. 1972
Community Ed:	742-3990

EARLY RELEASE EVERY WEDNESDAY

Rock Ridge Public Schools

www.rrps.org

The block schedules shown are being implemented due to the COVID-19. Students will have four (4) 89 minute classes M, T, Th and F and four (4) 74 minute classes on early release (Wednesday). This reduces cross contamination and makes it easier if we are forced to switch to hybrid or distance learning.

General Information

ACCIDENTS

Students involved in an injury of any kind in gym, classrooms, corridors, as well as in athletic competition, must report the accident to the teacher in charge immediately. The student will be referred to the main office or nurse's office as soon as possible to complete the proper forms. Tardiness in reporting an accident makes it difficult to record the circumstances accurately.

ADDRESS OR TELEPHONE CHANGE

A change in a student's address or phone number should be reported to the high school office. This is necessary for keeping school records accurate, for school mailings, and for emergencies.

AGE OF MAJORITY/EIGHTEEN YEAR OLD STUDENTS

Students 18 years of age or older must comply with the same rules and regulations as younger students according to State Statute M.S. 120.06 unless it has been determined by the school and the student's legal parents/guardians that the student is to be treated as an "independent student". Once a student is deemed independent, the parent/guardian no longer has access to educationally relevant including attendance, behavior, and academics. They may not write their own notes or excuses if they are living in the parental home. Families are cautioned in providing the independent status.

ASBESTOS NOTIFICATION

The Virginia Public Schools has established an asbestos abatement and management plan for all asbestos- containing building materials. All of our buildings are regularly inspected to insure compliance. If anyone has questions or concerns, please contact the District's Director of Maintenance at 742-3939.

BEFORE AND AFTER SCHOOL

Students will report directly to breakfast or class upon arrival and will not be able to congregate in the hallways. Because of this, we ask that walkers and those with family transportation arrive as close to the actual class start time as possible. The building will be open for entry at 7:45 AM and multiple doors will be available for entry.

Students should arrive at school in time to report directly to their first hour class @ 8:15 AM. Students will need to leave the building as soon as their last class is dismissed unless they have a specific appointment with a staff member.

CONCERNS and COMPLAINTS

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral and should follow the appropriate chain of command, as appropriate. Questions, concerns, or complaints should be directed first to the teacher or coach.

COPY MACHINES
The copy machines are provided for the instructional staff. Students are not to use the copy machines.

COUNSELOR
The counseling office for grades 7-12 is located in the corridor near the high school office (T127). Counseling services are available to all students. The counselors are prepared to assist students and parents/guardians who have concerns about vocational or educational plans in high school or for college preparation, programming and course selection, test results, achievement, study habits, personal matters, or social/emotional development.

EMERGENCY SCHOOL CLOSINGS/MEDIA ANNOUNCEMENTS
The school closing announcements will be put on the following media stations:

RADIO	**TELEVISION**
WEVE 97.9 FM 1340 AM	KDLH TV 3
WTBX 93.9 FM	KBJR TV 6
Radio USA 99.9 FM	WDIO TV 10
WMFG 106.3 FM	KQDSTV FOX 21
KMFG/WMFG 1240 AM	Duluth News Tribune Online
WNMT 650 AM	

The information will also be put on the homepage of the Virginia Public Schools website.

Employment Background Checks

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Use of musical instruments owned or rented by the school district.

Students will be charged for textbooks, workbooks, library books, and other resources that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the building principal.

FIRE DRILLS, EMERGENCY EVACUATION & LOCK DOWNS

Fire, evacuation, and lock down drills are held to reduce the probability of serious damage or injury in case of a real emergency and are required by the state of Minnesota. Explanations of fire exit routes are provided in each room at the beginning of the school year. Teachers will provide this information and explain the procedure in case of a fire drill; students are to follow these instructions. All books and other materials must be left and students are to leave the building in a quiet and orderly manner. The first student out of the room should hold the door open until all persons are out, and then close the door. The first person to the outer door should hold that open until all students have gone out and then move away from the building to the sidewalks surrounding the school. On a signal, the students will return to the building and their classrooms in an orderly fashion. In case it becomes necessary to evacuate the building for other reasons than fire, students and faculty will follow the general fire drill exit regulations. If needed, you will be notified of any change in this routine, such as reporting to specific areas after leaving the school building.

HEALTH PROGRAM

The health service program at the Virginia High School is the continuation of a plan of health guidance for students which began in the lower grades. The health services consist of Individual Health Care Plan and Emergency Action Plan development, student health assessments/ evaluations, screenings for vision, hearing, and assistance with needed medical treatments. The health service program at the VHS assists to protect and promote student health, facilitate normal development, and advance academic success. As a district our health services provide care coordination and advocate for quality student-centered care. Parents/guardians may contact the nurse at 742-3918 regarding any special health problems.

Note: Except in emergencies, students must first report to their scheduled class to obtain a pass from their teacher to go to the Nurse's Office.

<u>Medications:</u>

Parent/guardian is responsible for providing all medications.

Medications may be dispensed in school when the student's health may be jeopardized without it, and when needed to maintain/promote the health of the student so that learning is enhanced. If a student needs to take prescription and or over-the-counter medication during school, the school district requires.:

1. The district's Medication Authorization form must be completed once per school year and/or when a change in the prescription or requirements for administration occurs These forms are available on www.vmps.org under nursing services and in the nurse's office.

2. The administration of PRESCRIPTION MEDICATION at school requires a completed signed request from the student's parent and a signed physician's order. Prescription medication must be in the properly labeled pharmacy container & are to be kept and administered in the health office. Parents/Guardians are advised to ask the pharmacist for a bottle for home and second/separate labeled bottle for school.

3. OVER THE COUNTER MEDICATIONS SECONDARY STUDENTS (grades 7-12): May possess and use nonprescription pain relief medications in a manner consistent with labeling for their own use only.

4. The school district may revoke the privilege of self-carry and self administering of medications if it is determined that the student is abusing the privilege or is at risk of harm to self or others.

5. Self-Carry Medications: Students needing to self-carry emergency medications such as an epi-pen or an inhaler may do so. The district requires the Self-Carry Medication Authorization form and either the Allergy Action Plan or the Asthma Action Plan available on the District's website www.vmps.org to be completed by the guardian and the prescribing health care provider. These forms must be completed at the start of each school year.

Immunizations

As required by Minnesota Statutes Section 121A.15, children enrolled in a Virginia Public Schools must receive immunizations required per the Minnesota School Immunization Law. Proof of immunizations must be provided prior to the student's first date of attendance. All students entering grade 7 must show proof of 2 MMR vaccines, a series of 3 Hepatitis B vaccines, 1 Tdap vaccine, 3 polio vaccines, 1 Meningococcal vaccine and 2 Varicella vaccines or certify that the student had chicken pox. If immunization is medically contraindicated or if a parent or guardian wishes to be exempt based on beliefs from one or more immunization requirements then section 2 of the "Student Immunization Form" available on our school website must be completed and provided to the school health office. Students not in compliance will not be allowed to attend school.

Procedures & Expectations

1. Gym ~~and swim excuses~~ will be handled from 8:00-8:15 a.m. in the Nurse's Office.

2. If students have physical restrictions or are not able to participate in physical education classes due to medical reason then medical verification of restrictions and or accommodations needed for school are to be provided to the school nurse. Medical verification of clearance for return to physical activity is also needed.

3. Please update any health and emergency information annually. Contact the School Nurse as soon as possible if a student has a chronic or health condition that may need an Individual Health Care or Emergency Plan.

4. New students to the school must show proof of immunizations upon enrollment.

INDIVIDUAL CLASS OPTIONAL PURCHASES

Sophomores will be offered an opportunity to purchase a class ring. Class rings are ordered in the winter of the sophomore year and delivered in the spring. Information about class rings, style, and price available to students. The purchase of a class ring is optional. Seniors should have their graduation pictures taken during the summer preceding their senior year. Photographer selection and service is an optional choice left to students and parents/guardians. All seniors will be given the option to purchase a graduation cap and gown, but one will be provided to students to utilize for the ceremony if he/she decides not to purchase the cap/gown. The purchase of class rings, announcements, caps/gowns, and graduation pictures are all optional.

INTERNET POLICY

Virginia Public Schools' Internet Use Policy Statement

Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network are to be considered public in nature. General school rules for behavior and communications apply.

Network resources are provided for students to conduct research and communicate with others in relation to school work. Access to network services is given to students who agree to act in a responsible manner. Access is a privilege, not a right. Therefore, based upon the acceptable use guidelines outlined in this document, the administration and staff will deem what is inappropriate use and their decisions are final. Upon identification of inappropriate use of network services by the administration, faculty, and staff, access may be denied, revoked, or suspended at any time.

Virginia Public Schools' Internet Use Rules & Responsibilities

Individual users of the Virginia Public Schools' Internet resources are responsible for their use of the network. The use of these resources must be in support of education and research and must be consistent with the academic expectations of the Virginia Public Schools. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of U.S. or state regulations including copyrighting, threatening, or obscene materials is prohibited. Use for commercial activities for profit by organizations, product promotion, political lobbying, or illegal activities is strictly prohibited.

The user is expected to abide by the following network rules of etiquette:

* Be polite. Do not write or send abusive messages.
* Use appropriate language. Do not swear, use vulgarities or other offensive language.
* Transmission of obscene materials is prohibited. Sending or receiving offensive messages or pictures from any source will result in immediate suspension of privileges.
* Do not reveal the personal address or phone number of yourself or other students.
* Do not communicate any credit card number, bank account number, or any other financial information.

* Only school-approved e-mail accounts will be allowed. Electronic mail is not guaranteed to be private.The System Administrator shall have access to all electronic mail.
* Do not use the network in such a way that would disrupt the use of the network by other users.
* Vandalism - any malicious attempt to harm or destroy data of another user will not be tolerated. Any questionable action will result in the cancellation of user privileges.
* Students will not bypass the content filter or compromise other securities within the network.

LOCKERS

We have limited use of lockers due to COVID 19 and the need to reduce communal spaces. Those requesting a locker must contact the office. All others are encouraged to use a backpack.

The 1995 Omnibus Crime Act creates a statewide school locker policy. It provides that it is the policy of the State of Minnesota, "School lockers are the property of Virginia Public Schools. At no time does the Virginia School District relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspection of the interior of lockers may be conducted by school authorities 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 authorities 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 authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials."

1. All students must provide their own locks and are not allowed to share or change lockers.
2. Students are responsible for all contents contained in their assigned locker.
3. Students are advised not to leave money or other valuables in their locker.
4. Students should not leave items above or below lockers as it is not secure.
5. Students found tampering with another person's locker will be in violation of policy.
6. Students will be expected to honor a request by the administration to open his/her locker for inspection. Should a student refuse to honor the request, the school reserves the right to cut the lock on the student's locker.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. Contact the school superintendent as needed.

Notification to Staff Regarding Placement of Student With Violent Behavior

ISD 706 recognizes the right of students and data privacy. In an effort to provide a safe school environment, staff members will be notified by the Administration of a student's history of

violent behavior. The history of violent behavior and notice to the appropriate staff is an educational record and will be transferred to an enrolling school district. Parents have the right to review and challenge records or data, including the data documenting the history of violent behavior, under both state and federal law as set forth in the school district's Data Practices Policy.

PARENT VOLUNTEERS

Parents/guardians are welcome in the schools and are encouraged to volunteer in their children's classrooms. To volunteer in the school district, parents/guardians should speak to the building principal. Parents/guardians who visit the school should sign in at the office before entering a classroom. In most instances, volunteers will be required to have a background check on file with the school district prior to volunteering. Please be advised that COVID 19 may limit visitors. Always call the day prior to make an appointment if you would like to visit the school.

PARKING POLICY

The Virginia School Board adopted a policy on January 8, 1996, regarding all school parking lots within the district. It is illegal to park in any school parking lot during school hours without a parking permit issued by the school. School personnel will check cars parked in all school lots for a school-issued parking permit. A car without a school-issued permit will be issued one parking violation warning. A second parking violation will result in the car being towed at the owner's expense.

PASSES

Students found to be in violation of the procedures and/or in locations other than the one listed on the approved pass will have passes privileges revoked for a period of time determined by school administration. Students 7-12 may be issued a pass from one location to another by a teacher, counselor, or administrator.

Students may obtain a special pass from the Principal's office to leave the school building. Those passes will be granted if the request is determined necessary and best for the well being of the student. The student will be required to sign out in the office before he/she leaves the building after being granted a special pass.

Study Hall Passes Specific to Grades 11-12

Eleventh and Twelfth graders have the opportunity to be excused from their study hall and be approved to leave the building if they meet the following criteria:

- Earn a minimum ~~GPA of 3.0 the previous quarter~~ of a passing grade during COVID 19. This is solely to provide more opportunity for students to get outside for mask breaks.
  Students will **NOT** be rechecked at midterms to earn access, but will be checked frequently to determine if the pass needs to be revoked.Students maintaining ~~a 3.0~~ passing grades will remain eligible. Those that drop below may be revoked and required to return to study hall.
- Acquire Parent/Guardian/Administrator permission.
- Remain in good standing for attendance and disciplinary requirements.
- Students must stay in study hall as assigned until their schedule is changed.

~~**Study Hall Passes Specific to Grades 9-12**~~ NOT DURING COVID 19

~~**Ninth through Twelfth** graders have the opportunity to be excused from their study hall to another location within the building if they meet the following criteria:~~

- ~~Earn a minimum GPA of 2.5 the previous quarter.~~
- ~~Students will **NOT** be rechecked at midterms to earn access.~~
- ~~Students maintaining a 2.5 will remain eligible. Those dropping below a 2.5 will be revoked.~~
- ~~Maintain all passing grades for the semester once permission is granted or pass is revoked.~~
- ~~Acquire Parent/Guardian/Administrator permission~~
- ~~Remain in good standing for attendance (under 10) and disciplinary requirements.~~
- ~~If a teacher/administrator requests you to be removed from their supervision, you will forfeit all out of study hall passes for the remainder of the quarter.~~
- ~~Students must stay in study hall as assigned until their schedule is changed.ce~~

PHYSICAL EDUCATION EXCUSES

A student may, when it is necessary, be excused from gym or swim classes. A student shall not be excused from physical education unless he/she presents a written excuse from one of the following:

Doctor.....this excuse must include the length of time for non-participation.

Nurse.....the school nurse shall evaluate the student's illness or injury.

Parent.....this is valid for one class meeting in a case where the student cannot immediately obtain a doctor's excuse or where the student had just returned to school after a sustained illness.

If a student is excused from participating in physical education he/she shall remain in the physical education area if the excuse is for two weeks or less. He/she may be programmed into a study hall if the excuse is longer.

Students are discouraged from getting new piercings during the school year for safety reasons in PE class. Students with new piercings that occur during PE class must remove them or cover them with athletic tape provided by the school.

PLEDGE OF ALLEGIANCE

According to Minnesota Law, public schools are to recite the Pledge of Allegiance to the United States of America at least once a week. The Pledge of Allegiance is optional for all students. Any student may choose not to participate, but must not interfere with another student's choice to participate.

PURCHASING, SELLING OR SOLICITING

Students are not permitted to make any purchase for the school or for any club or organization without permission of the club advisors. Receipts for purchased items shall be given to the club or class advisor so payment may be made. The Principal must approve any type of selling or soliciting to be carried on in the school building or on the school grounds.

All notices, signs, advertising bills displayed in the corridors or on the school bulletin board must be approved by school administration. It is a policy to display materials pertaining only to approved high school student activities.

RESOURCE CENTER

1. The Resource Center hours are from 8:00 a.m. – 3:30 p.m.
2. The Resource Center is available to students and faculty/staff as a place to read, to search for materials, and to study.

3. Any student asked to leave the library for inappropriate behavior will be issued a warning. This student will lose Resource Center privileges if inappropriate behavior continues.
4. On the average, books are checked out for 3 weeks; materials can be used for a longer time for reports/projects provided they are renewed.
5. Overdue notices are sent through the English teachers. Using and returning Resource Center items is each individual student's responsibility.
6. Magazines will remain in the Resource Center - these items are not available for checkout. Articles from magazines will be copied.
7. Students must obtain a pass from a teacher in order to access the Resource Center or use a Resource Center computer for a classroom assignment; guidelines posted in labs in other parts of the building apply to the Resource Center computers. Proper care and respect for equipment is expected.
8. Computers are to be used for classroom assignments only. Computer games are only allowed before first hour or after seventh hour.
9. Respect and care of the furniture and surrounding area is encouraged and expected.
10. No food or drink will be allowed.
11. All rules, regulations, policies and procedures contained in the Student Handbook apply to student use of the Resource Center.

VISITORS

Visitors are welcome in our school. All visitors must enter door #5 and register in the high school office to obtain a visitor badge. The practice of casual student visits is not allowed. Students wishing to tour the school must make prior arrangements through the principal's office. We ask that all visitors, including parents, make appointments to visit during COVID 19. This is to limit exposure to COVID 19 through proper social distancing and cleaning.

WITHDRAWALS AND TRANSFERS BY STUDENTS

A student who will be withdrawing from school is asked to bring a written statement from home to the Principal's Office in order to receive a withdrawal form. This form must be taken to each teacher for grades and clearance, the school librarian, athletic director, and counselor. Upon completion, the withdrawal form must be returned to the Principal's Office.

WORK PERMITS (Excused from Study Hall)

Students are not encouraged to work during school hours. If a junior or senior has a job and wishes to be excused from a study hall period for work privileges he/she must obtain a work permit from the office. This form will need to be completed by the parent/guardian, employer, principal and counselor. The privilege of excusing a junior or senior to work during the school day may be granted by the school providing a proper work permit has been submitted. Students who are tardy, truant, or have excessive absences will not be issued a work permit. If a student receives any failing grades or incomplete's during the year, the work permit will be revoked for the next marking period or until satisfactory progress is made. A minimum cumulative GPA of 3.0 is required in order to qualify for being excused from study hall.

Academic Information

GRADE ~~9~~ 10-12 **Graduation Requirements:** 24 credits

Statewide testing document attached.

Visit www.vmps.org to view course catalogs with more academic information about course offerings, college credit opportunities, NCAA compliance questions, and more!

English: 4 Credits
1.0 English 9
1.0 English 10
1.0 English
1.0 English

Social Studies: 4 Credits
.5 Geography 9
.5 Economics 9
1.0 World History
1.0 US History or American History I & II
.5 Economics 12 or Survey of Economics
.5 Government 12 or American Government

Math: 4 Credits
1.0 High School Algebra*
1.0 Geometry
1.0 High School Algebra II
1.0 Senior Math Elective - a variety of options meet this requirement-see course catalog

*Students that accelerated to Honors Geometry in Grade 9 will meet this requirement through advance coursework in their 11th and 12th grade years.

Science: 3 Credits
1.0 Intro to Physics 9
1.0 Biology or AP Biology
1.0 Science Elective - a variety of options meet this requirement-see course catalog

Speech: .5 Credit

Physical Education and Health: 1 Credit
1.0 Physical Education/Health 9

Fine Arts: 1 Credit - a variety of options meet this requirement-see music/art sections in course catalog

Electives: 6.5 Credits - a variety of options meet this requirement-see course catalog

GRADE 9 **Graduation Requirements:** 24 credits
Statewide testing document attached.

Visit www.vmps.org to view course catalogs with more academic information about course offerings, college credit opportunities, NCAA compliance questions, and more!

English: 4 Credits

Social Studies: 3.5 Credits
1.0 Social Studies Foundations
1.0 World History
1.0 US History
.5 Government

Math: 3 Credits
1.0 Math Elective
1.0 Geometry
1.0 Algebra II

Science: 3 Credits
1.0 Intro to Physics & Chemistry
1.0 Biology o
1.0 Science Elective

Physical Education and Health: 1 Credit
5. Physical Education
.5 Health

Fine Arts: 1 Credit

Career Exploration: .5 Credit

Electives: 8 Credits

7 & 8 GRADE REQUIREMENTS

GRADE 7
Required Courses-

Students must take all the 6.5 required courses and only 1 of the electives:

English 7
7th Grade US Studies
Honors Math 7, Math 7 or Informal Math 7
Life Science 7
Physical Education/Health 7
Music (Band, Choir or Orchestra)
Computer 7 (1 semester)
Elective Options: Intro to World Languages, REACH, AVID, or Study Hall (1 semester)

GRADE 8
Required Courses-

Students must take all the 6 required courses and only 1 of the electives:

English 8
Algebra I, Informal 8th Grade Algebra I or Honors 8th Grade Algebra I
Earth Science 8
Global Studies
Physical Ed/Health 8 (1 semester)
Art (1 semester)
Family & Consumer Science (1 semester)
Pre-Engineering 8 (1 semester)
Elective Options: Band, Choir, Orchestra, REACH, AVID, or Study Hall

7th and 8th GRADE PROMOTION POLICY

Evaluation of student achievement focuses on performance and on all dimensions of student growth. While the Principal is ultimately responsible for determining the placement that best meets the student's academic, social, emotional and physical needs, each member of the school teaching team is responsible for evaluating the growth of each individual. The teaching team will consist of the Principal, the teacher, the counselor, the Assistant Principal, and the parent.

Promotion Criteria:

The Principal and the teaching team will consider the following factors in determining promotion, retention and placement of students:

1 – Academic achievement
2 – Perceived ability to function at the next level
3 – Organizational skills
4 – Work habits
5 – State test scores (or other norm referenced tests)
6 – Level of maturity – including social, emotional and physical factors

Students who are failing 30% or more of the total program will be considered "at risk". For a student "at risk" the Principal and teaching team may recommend from the following alternatives:

1 – Attendance at summer school at the student's expense
2 – Supplemental assignments as determined by the teaching team (to be completed during the summer months)
3 – After school help if a program is available
3 – Repeat a particular class or classes
4 – Promotion to the 8th or 9th grade
5 – Repeat the entire year
6- Enrollment in a supplemental intervention during the school year
7 – Any combination of the above

FINAL EXAMINATIONS

Students will not be allowed to take final examinations early unless cleared by the Principal. Circumstances for students taking final examinations early are:

1. Involvement in school sponsored or school scheduled events
2. Illness
3. Family moving out of the district before the end of the school year
4. Administrative discretion

HONOR ROLL

Students of Virginia High School must meet certain standards to be listed on the Honor Roll. The basis for Honor Roll designation for grades 7-12 is as follows (effective 1994-95):

1. Honor Roll will be computed following the end of the marking period.
2. A Honor Roll for the nine week period, student GPA must be between 3.667 and 4.0.
3. B Honor Roll for the nine week period, student GPA must be between 3.000 and 3.666.

4. Students that have an Incomplete or F recorded as a nine week grade will not be eligible for the marking period's Honor Roll.

The numerical equivalents for letter grades are as follows:

A+	4.000	B+	3.333	C+	2.333	D+	1.333
A	4.000	B	3.000	C	2.000	D	1.000
A-	3.667	B-	2.667	C-	1.667	D-	.667

P 1.500

Power School Parent Portal

Parents may check the progress of their children on a daily basis by using Virginia Public School's Power School Parent Portal. Sign on with your Username and Password. Contact the school if you do not have this information. Grading information is updated weekly. Attendance information is updated daily. It is an excellent way to stay connected with the school.

VIRGINIA HIGH SCHOOL SCHEDULE CHANGE POLICY:

OPTION A

Student is dropping from a class into a study hall. This drop is occurring prior to the " 5 school day" deadline set at the beginning of the year for a year-long class, and the beginning of the semester for a semester-long class. The student is dropping without penalty and the class will not appear on his/her transcript. Signatures are required by: parent/guardian, teacher and counselor.

OPTION B

Student is dropping from a class into a study hall. This drop is occurring after the " 5 school day" deadline set at the beginning of the year for a year-long class, and the beginning of the semester for a semester-long class. The student is dropping with penalty. The student will receive an "F" for the quarter in which the drop occurs. Signatures are required by: parent/guardian, teacher and counselor.

OPTION C

Students who drop an upper level class and move to a lower level class (i.e. AP Biology to regular Biology), will retain the current grade in the class they are dropping.

Due to complex scheduling that accommodates distance and in-person learning during COVID 19, there are extremely limited opportunities for schedule changes. It is highly likely that students will be placed in courses they didn't select and occassionally won't get their first choices unless they are required for graduation.

PROGRESS REPORTS

During each marking period, progress reports are mailed/e-mailed to the parent/guardians of those students who are failing and/or not working up to capacity. Parent/guardians who receive these reports should contact the teacher or counselor to make an appointment.

REPORT CARDS

Following the completion of each marking period, report cards will be available to be viewed electronically. Report cards will still be mailed by request to those households that do not have computer access.

INCOMPLETE GRADES

Students may receive an incomplete as a grade because their work was not completed at the end of the marking period. Failure to complete work may result in no credit being given. Seniors receiving incomplete's in courses needed for graduation will not participate in the graduation ceremony if the incomplete is not made up before graduation day. All incomplete grades on assignments must be made up within two weeks or the assignment grade will turn to a zero.

Athletic Eligibility is affected by incomplete grades. Students that earn an incomplete are ineligible to play until the incomplete has been made up and recorded in the office. If the eligibility was the result of an incomplete grade, eligibility may be re-established once work for the incomplete grade is made up and the grade change is made in the office.

Attendance Information

Attendance will continue to be required and encouraged. We understand during COVID-19 there may be situations that arise that may require students to quarantine. We will work individually with students who have recurring absences to create an attendance improvement plan.

ATTENDANCE INFORMATION

See Board Policy 503 http://www.vmps.org/downloads/board/policies/Policy_503.pdf

To excuse an absence, please call 749-5437 ext. 8025 (attendance line) within 24 hours.

Each student is expected to be in daily attendance at school and to report to classes on time and with appropriate work materials. Regular attendance is basic to meeting the educational needs of students. Maximum classroom instructional benefits can happen only when the student is in attendance. Regular attendance being essential to educational welfare, it follows that students, parent/guardians, and educators need clear understanding as to rights and responsibilities relating to attendance.

Minnesota State Law:

(a) Every child between seven and 17 years of age must receive instruction unless the child has graduated. Every child under the age of seven who is enrolled in a half-day kindergarten, or a full-day kindergarten program on alternate days, or other kindergarten programs shall receive instruction. Except as provided in subdivision 6, a parent may withdraw a child under the age of seven from enrollment at any time. (b) A school district by annual board action may require children subject to this subdivision to receive instruction in summer school. A district that acts to require children to receive instruction in summer school shall establish at the time of its action the criteria for determining which children must receive instruction. (c) A pupil 16 years of age or older who meets the criteria of section 124D.68, subdivision 2, may be assigned to an area learning center. Such assignment may be made only after consultation with the principal, area learning center director, and parent or guardian.

Open Enrolled Students

Under MN Statute 124D.03, subd. 12, open enrolled students may be assigned to their home district if they meet the definition of Habitual Truant and have been referred as indicated by law for truancy.

~~**ACADEMIC CREDIT/EXCESSIVE ABSENCE**~~

~~Virginia High School policy states that students are allowed a maximum of 10 absences per semester per class period. Students who miss more school than indicated prior may be required to make up time in order to receive credit for a class in which the maximum number of absences has been exceeded. School excused activities, medical absences verified by a doctor, funerals, and other absences exempted by the school will not count against a student. Other days missed, including illnesses, will count towards a student's maximum number of allowable absences. *Any*~~

~~*absences above 5 per quarter that are not school activities, medically excused by a doctor, or other absence excused by the school can be marked as unexcused.*~~

~~If a student's absences are excessive, parents/guardians will be notified that the student will be required to make up the time missed in that particular class.The student will be given 2 weeks from the end of the semester to make up their time before the grade turns to a No Credit. Time must be made up with the teacher or at the teacher's or school administrator's discretion after school, before school, at lunch, or during study hall with administrative approval. Time will not be made up out of a different class.~~

LEAVING SCHOOL

Under no condition will a student leave the high school without permission from the Nurse, Assistant Principal, or Principal. If a student leaves school without permission, he/she will be considered unexcused and/or truant. Once permission has been granted, the student must sign out in the High School Office.

PRE-EXCUSED ABSENCES

As necessary, a student may be given an advanced excuse. An example of a pre-excused absence would be a co-curricular activity and other activities at the discretion of the principal. ~~These days still count towards the 10 allowable absences per semester.~~

Procedures

a. Parents must call the high school office (749-5437 ext. 8025) and state the reason why the student will be absent.
b. The office will issue a pre-excuse form to be signed by the teachers. This form must be returned to the high school office by the student prior to the absence
c. The amount of time the student must notify the office in advance shall be equal to the number of days the student will be absent, but not less than two (2) days notice.
d. Advance make-up shall be at the discretion of the individual instructor.

ABSENCES

Students participating in co-curricular or school sponsored clubs, sports, and activities must be present for all classes preceding any practice, activity, concert, contest, or game and all classes the day after unless **pre-excused** by the Principal or the absence is due to an exempted reason.

~~If a student has exceeded the 10 allowable absences, he/she must make up the time to return to eligible status. Students with 11+ are not eligible to participate.~~

Students involved in school activities during school hours have the responsibility to obtain and complete assignments for the time missed from class. Students with 2 or more consecutive daily absences will be granted at least the same number of days absent to make up their coursework. For example, if a student misses 2 consecutive class periods for a softball game (Monday and Tuesday), the student will have until Thursday to complete the coursework. This is a minimum requirement, but additional time may be granted by individual classroom teachers at their discretion.

TARDY POLICY
Tardy is defined as arriving for class late or after the bell.

1. ~~Tardies will accumulate regardless of which classes they are received in. Students will receive warnings for tardies 1-3.~~
2. ~~Students will receive 1 hour detention for tardies 4-9.~~
3. ~~If a student reaches 9 tardies in one quarter, a meeting will be called by administration with the student and parent to find a solution to the issue.~~
4. ~~Tardies above 9 may result in the loss of athletic, activity, extra curricular, or other school sponsored activities, ISS or OSS and eventual removal from school to an alternative educational placement.~~
5. ~~Accrual of 7 tardies without serving detention may result in the loss of athletic, activity, extra curricular, or other school sponsored activities, ISS or OSS and eventual removal from school to an alternative educational placement.~~

Tardy is defined as arriving to class after the last bell. A student is not to be documented as tardy if they are in the classroom prior to the last bell.

- Once a student has been tardy to a specific class 3 times in a semester, the teacher will address the matter with the student as well as making contact home to discuss the importance of arriving to class on time.
- If a student reaches 5 tardies for a specific class, administration will call a meeting with the student, parent, and school counselor. The purpose of the meeting will be to create an attendance intervention plan.
- The intervention plan will outline the expectations and the consequences if additional tardies for a specific class continue.
- Consequences could include, but are not limited to after school detention, lunch detention, ISS, suspension from clubs/activities, OSS, and recommendation for an alternative placement.

TRUANCY
A student is truant when absent from school without parental and/or school knowledge or consent. Students under the age of 17 are required by law to attend school. If a student under the age of 17 has missed 3 days of school unexcused and is determined by the school/parent to be truant, the student will be referred to the St. Louis County probation office for a truancy hearing.

UNEXCUSED OR UNEXPLAINED ABSENCE
The school has the right and responsibility to screen and either approve or disapprove excuses brought in by the students. The school has the right to declare an absence to be unexcused even though a parent/guardian may have provided a written excuse. Reasons such as oversleeping, car trouble, or missing the bus do not excuse a student. Such disapproval by the school indicates that the absence was not consistent with the reasons for excused absences.

attendance
MATTERS
BE IN CLASS
ON TIME, EVERY TIME.

EXEMPT Absences & Tardies	EXCUSED Absences & Tardies	UNEXCUSED Absences & Tardies
	~~Grades 7-12 Maximim = 10 Total Per Semester~~	
Documented Medical -Appointments w/ Medical Note -Illness & Injuries w/ Medical Note -School Nurse Recommendation **School Related Activities** -School Related Assessment -Sport/Activity Participation -College Visits w/ Documentation -Career Visits w/Documentation **Legal Concerns** -Documentation Required **Administrative Referral** -In School Suspension -Out of School Suspension **Discretion of Administration** -Prior Approval Required -Community Related Activities -Funerals of Immediate Family	**Undocumented Medical** -Illness -Injury -Appointments Without Cards -Serious Illness of Family **Physical Emergencies** -Fire, etc. **Funerals** -Non-Immediate Family **Religious/Cultural Observance** **Family Leave/Vacations** -Excused Absences Require a Pre-Absence Form for 3+ Days **Non-School Related Activities**	**Any absence that is not accompanied by a parent/ guardian notification to the office will be labeled as unexcused.** or **Any absence in which a student leaves the building without parent/guardian notification to the office will be labeled as unexcused.** or **Any absence not falling under the category of exempt or excused will be labeled as unexcused unless prior approval has been granted by administration.**

INTERVENTIONS

The purpose of attendance interventions are to reengage students with the school community. We recognize the students and families may be struggling with a variety of concerns and we recognize the need to work together to reengage students with the positive supports a school community can offer. Research shows that students connected to school are less likely to miss classes and more likely to graduate on time.

~~Students that do not make up the absences over 10 in each course may receive their letter grade on their transcript with a "no credit". This means that students will be required to retake the course in order to receive credit. In general, these absences must be made up prior to the end of the semester unless special arrangements have been made with administrator. In most instances, the student will receive "no credit" until the absences have been made up and documented.~~

~~Time may be made up in a multitude of ways including, but not limited to:~~
~~~time with a staff member before school (at teacher's discretion)~~
~~~time with a staff member at lunch (at teacher's discretion)~~
~~~time with a staff member after school (at teacher's discretion)~~
~~~time with staff member during study hall (at teacher's discretion)~~

~~~attending lunch or after school detention~~
~~~participating in ongoing chemical dependency supports~~
~~~participating in ongoing mental health, counseling, or medical supports~~
~~~joining and participating in a new club or sport (this must be a new activity)~~
~~~volunteering for school related activities (see office, teachers, or coaches for ideas)~~
~~~participating in after school tutoring~~
~~~other activities approved by individual teachers or administration~~

~~While students are encouraged to make the arrangements with individual teachers, administration reserves the right to approve specific options for reengaging with the school community.~~

NOTIFICATIONS/CONSEQUENCES

While teachers should remind students of excessive absenteeism, it is the student's responsibility to ultimately be responsible for tracking his or her own absences by checking the student information system or asking the office for support.

Daily

Daily notifications will be sent via electronic systems for all absences not cleared by a parent/guardian.

Continuing Truant (3 Unexcused Absences)

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means.

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
~~~

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201.

Habitual Truant (7 Excused or Unexcused Absences)

A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school. A principal shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A. Once a student has reached 7 excused or unexcused absences in any one course, a formal notification will be provided to the student and his/her guardian. This notification will be generated only one time per semester regardless of additional absences and serves as a reminder that students may lose credit if they exceed the 10 allowable absences. These reports and letters will be sent at one specified time each month and may not be immediately upon accruing 7 absences.

Chronically Truant (9 Excused or Unexcused Absences)

A chronically absent student will be required to participate in a parent/guardian, student, administrative conference to discuss absenteeism, possible interventions, and appropriate consequences. These conferences will serve as a notification that students accruing 10 or more absences may lose credit in each specific course unless interventions are successful.

Once a student has reached 11 or more excused or unexcused absences in any one course, a student will be required to make up absences and turn the documentation into the office in order to earn the credit for a course regardless of the grade earned. The code will be changed when students make up the absence.

Failure to make up the required absences may result in loss of credit, a truancy referral to appropriate agencies, discontinuance of open enrollment, transfer to an alternative education program, or a combination of listed consequences.

Rules and Discipline

DISCIPLINE

SUMMARY OF COMMON CONSEQUENCES (NOT ALL INCLUSIVE)

For each infraction, a Discipline Notice will be completed and the parent contacted by school staff.

***Note – The administration has the right to deviate from the chart.**

ISS= In School Suspension OSS=Out of School Suspension

	1st Offense	2nd Offense	3rd Offense
Athletic/Activity Eligibility	Ineligible - 2 contests or 14 days (whichever is longer)	Ineligible - 6 contests or 21 day (whichever is longer)	Ineligible - 12 contests or 28 days (whichever is longer)
Bullying/Contributing to the Continuance of Bullying	1 hour detention	1-3 days ISS or OSS	4-5 days ISS or OSS, Possible Expulsion
Cheating/Plagiarism	Zero on assignment	F for the quarter	F for the semester
Classroom Infraction	Warning	1 hour detention per occurrence	2 hours detention per occurrence
Dress Code Violation	Warning - change clothing	Warning - change clothing	ISS, change clothing, parent conference
Drug Sales and Distribution	OSS/Expulsion and police referral		
Drug/Synthetic/Alcohol Use/ Possession	3 days OSS, Possible Police and Rule 25 Referral Recommended**	5 days OSS, Police Rule 25 Referral Required, Treatment Referral	10 day OSS, Police Referral, Treatment Referral Required with Recommendations, Possible Expulsion
Failure to Clear Absences	Warning	Detention	Detention
Failure to Identify Self	Detention	ISS	ISS
Fighting/Assault	1-3 days ISS/OSS possible police referral	3-5 days ISS/OSS possible police referral	OSS/Expulsion and police referral
Harassment (Sexual, Religious, Racial)	1-3 days ISS/OSS possible police referral	3-5 days ISS/OSS possible police referral	OSS/Expulsion and police referral
Inappropriate Behavior/ Language	1 hour detention	2 hours detention and parent conference	ISS and parent conference
Insubordination	Reviewed by Principal	Reviewed by Principal	Reviewed by Principal
Misuse of Technology including videos/photos without authorized permission	WiFi restrictions, Check in/out, meeting with Principal	Reviewed by Principal	

Public Display of Affection	Warning	Detention	Detention/ISS
Safety Concerns	Principal Discretion w/ Possible Police Referral		
Sexual Comment or Gestures	1-2 days ISS/OSS	3-4 days ISS/OSS	5 Days OSS
Skipping Detention	Warning	Detention added	ISS/OSS
Teasing/ Threatening	1 hour detention	1-3 days ISS/OSS	4-5 days ISS/OSS Possible Expulsion
Theft	1-5 days OSS and restitution/police report	1-5 days OSS and restitution/police report	OSS/Expulsion/police report
Tobacco/E-cig/Vape use or possession	3 days ISS and referral to police **	5 days ISS, police referral, parent conference **	5 days OSS, parent conference, police referral
Truancy/Skipping	Detention/ISS	Detention/ISS	ISS/police referral
Vandalism	1-5 days OSS and restitution	1-5 days OSS and restitution	Expulsion
Weapon Possession	OSS/Expulsion and police referral		

**During the 2019-2020 and 2020-2021 school year, Virginia High School will be piloting the eCheckup to Go educational consequence program. In scenarios determined appropriate by administration, it may be recommended that students participate in an educational module and motivational interviewing with school personnel in lieu of police referral and a reduced ISS consequence. After the 2019-2020 school year, the district will review policies and effectiveness.

Students and families should be aware that any student that comes forth on their own accord to ask for help in quitting the use of alcohol, tobacco or other drugs and/or turns in these items to the office in an effort to reduce their consumption will be supported through eCheckUp to Go. In most instances, students asking for help, even if they detail specific events, will be supported rather than punished.

In the event students are found in violation without coming forth on his or her own, eCheckUp may be used to minimize the consequences; however, consequences will still be served.

The purpose of discipline in a school is to provide a positive force designed to ensure the rights of all students to learn in a safe and comfortable environment. A teacher, school employee, school bus driver, or other agent of the district **may use reasonable force** in compliance with Minnesota Statute 121A.582 and other laws. Discipline also provides for a productive environment in which students may learn the skills necessary to develop into mature adults responsible for their own actions. The following items are discipline issues that are of special interest and have specific consequences attached to them. However, the Principal may impose or recommend longer suspensions, expulsions, or any other discipline as appropriate on a case by case basis.

MN Statute 123A.06(b)-Consistent with the requirements of sections 121A.40 to 121A.56, a school district may provide an alternative education program for a student who is within the compulsory attendance age under section 120A.20, and who is involved in severe or repeated disciplinary action.

ABUSIVE LANGUAGE

It is expected that language directed toward staff members and fellow students will be polite and appropriate. Profanity, obscenity, and vulgarity have no place in the school setting. This pertains not only to students as individuals, but also as a part of larger groups. Yelling offensive chants in the cafeteria or at athletic events is as inappropriate as if you were saying these words as an individual.

ALCOHOLIC BEVERAGES, NONPRESCRIPTION DRUGS & MOOD ALTERING SUBSTANCES

The use of intoxicating beverages, nonprescription drugs or mood altering substances by students in school vehicles, on school premises within this district or at any other premise in which students from Virginia Public School are participating in a school activity is prohibited. These infractions of school and State Laws are also under the jurisdiction of the Minnesota State High School League.

Intoxicating beverages are any beverages containing alcohol. (Please note that this includes many of the "nonalcoholic" beverages.) The use of intoxicating beverages shall include possession of such beverages as well as the actual consumption thereof. The consumption of alcoholic beverages during times considered normal school hours will be considered in this provision.

ASSEMBLY BEHAVIOR

School assemblies will be held at various times during the school year. The assemblies will be announced in the daily bulletin. Unless notified otherwise, students will sit in their ASSIGNED SEATS. A student not in his/her assigned seat will be marked absent. Inappropriate behavior during an assembly will result in the loss of assembly privilege.

BACKPACK POLICY

The following conditions will apply to the use of backpacks:

1. ~~String~~ backpacks will be allowed to assist students with getting classroom materials, water bottles and other educational supplies between classes.

2. During COVID 19, we are limiting the use of lockers as they create large communal spaces. We are encouraging the use of personal backpacks to carry your belongings, but ask that you limit extra personal items to those of the utmost necessity. If you personally need a locker, you may request one at the high school office and one will be assigned to you.

~~2.No larger backpacks allowed in any classrooms.~~

~~3.No larger backpacks allowed in the hallways between 8:15 and 3:06.~~

~~4.No larger backpacks allowed in the cafeteria, auditorium or other areas used for student gatherings.~~

~~5. Larger backpacks may be used to transport books to and from school.~~

6. Students may use a gym bag to carry gym clothes to and from gym class.

The administration reserves the right to limit the size of bags, purses or string bags carried in the school.

BULLYING

Virginia High School promotes a safe and appropriate environment for all students in compliance with the MN Safe and Supportive Schools Act. Please see Board Policy 514 "Bullying" for more information.

BUS CONDUCT

Bus transportation is a privilege, not a right, and the following rules must be followed by students:

Rules for Waiting at the Bus Stop

1. Be on time.
2. Respect others and their property.
3. Stay away from the street, road or highway.
4. Keep safety in mind...no shoving, running or pushing.

Procedure for Boarding the School Bus

1. Line up in single file.
2. Approach the bus only when it has stopped and the driver has opened the door.
3. Don't push or crowd others.
4. Use the handrail, climb the steps one at a time, and be seated quickly.

Rules When Riding the Bus

1. Obey the driver's instructions.
2. Promptly be seated and remain in your seat.
3. Speak quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep the bus clean and do not damage it.
6. Do not throw any object.
7. Do not bring weapons/dangerous objects on the bus.
8. The use of alcohol, tobacco and drugs is prohibited.
9. Fighting, harassment, and horseplay are prohibited.

Procedures for Leaving a School Bus

1. Remain seated until the bus stops.
2. Let the students in front get off first.
3. Don't push or crowd.
4. Watch your step and use the handrail.
5. Move out of the "danger zone".

Procedure for Safe Crossing of Vehicle Lanes

1. Move away from the side of the bus to at least 10 feet in front of the bus.
2. Turn to the driver and make eye contact.
3. Wait for the driver to signal that it is safe to cross.
4. Walk 10 feet in front of the bus & stop to check for vehicles that might violate the stop arm.
5. When it's safe...complete the crossing.

Procedures for Emergency Evacuation

There are three different evacuation plans:

1. Using only the front service door
2. Using only the rear (or side) emergency door
3. Using both the service door & the emergency door

Whichever plan is used, students need to:

1. Be quiet and wait for instructions from the driver.
2. Be alert and move quickly.

3. Keep your feet out of the aisle, go out seat by seat, alternating sides.
4. Duck your head when going out the emergency door
5. After you are out of the door, move away from the bus
6. Go a distance of at least 100 feet from the bus and remain there for further instructions

Consequences for Failure to Follow Bus Rules

Consequences are consistent with all other school policies and practices. Please remember that school transportation is a privilege and not a right. Administration reserves the right to remove students from school transportation.

CAFETERIA BEHAVIOR

Students in grades 7-9 will observe a closed lunch break. No student will leave the lunch area during this time except when excused by a supervisor to use the bathrooms on the ground floor. All students will observe the following rules for the well being of all who eat and work in the cafeteria

1. Books should be kept at the student's seat.
2. Voices should be kept to a conversational level.
3. No eating food or drinking in the halls.
4. Each student is responsible for cleaning up. Students must leave their table free of trays,food or litter. Students will use refuse containers provided.
5. Throwing of anything is not allowed. Offenders will be given consequences.
6. Trays are to be brought to the window in the cafeteria when finished, if applicable. You are responsible for your own tray and area of the table.
7. Students may not break in line (no cuts).

Ninth graders must remain <u>on campus</u> during the entire lunch period. 10th through 12th grade students may leave campus. All students remaining on campus will eat in designated locations as directed by administration. If the district moves to a hybrid model, lunch will be closed for 10th through-12th grade students.

CHEATING/PLAGIARISM

Cheating and/or plagiarism of any school assignment will result in zero credit for the assignment. On the second occurrence, the student will fail that class for the quarter. Teachers shall include this policy on their course syllabi and make sure younger students understand what "plagiarism" is and how to avoid it. Parents must be contacted by the teacher if and when cheating or

plagiarism occurs. Students will earn a 59% for the quarter grade unless the earned grade from other assignments is lower than 59%.

DETENTION PROCEDURES

Detention is a form of discipline for students who choose to behave inappropriately. Detention will be held Monday, Tuesday, and Thursday after school. Students assigned detention have one week to serve their consequences. There is no detention on Wednesdays.

The procedure for detention is as follows:

1. The student will have one-week from the time the infraction occurred until the detention is served. This allows parent/guardians and students to make arrangements for transportation. If the student fails to be at detention, an extra hour will be added. Third and future consequences are at administrative discretion.
2. Students will serve assigned detention from 3:15 to 4:05 p.m. in room T128
3. Students will bring everything they will be taking home with them to detention.
4. Students will not be allowed to go to their locker after detention. Teachers in charge of detention will escort students out the nearest exit.
5. Students will take a seat and sit up for the entire period. Students will be permitted to do homework assignments during detention. Students may not talk, chew gum, sleep, etc.
6. Inappropriate behavior in detention will result in added consequences. If the student is tardy getting to detention, the student will not be allowed in the room.
7. A student will be allowed a maximum of 7 hours of detention for all offenses related to inappropriate school behavior. Beyond 7 hours more severe consequences will be administered.
8. Parent/guardians will provide transportation for detention.

DRESS CODE POLICY FOR STUDENTS

A correlation exists between good grooming, personal attire, personal/public respect, and student achievement. A similar relationship exists between student dress and acceptable standards of conduct. The School District has a legitimate educational interest in promoting respect for authority, decency and civility among students and in protecting the health and safety of its students. This dress code is designed to allow for student comfort, while maintaining an environment conducive to learning and appropriate for the educational setting in the Virginia High School.

Recognizing these relationships and educational interests, the following dress code applies to both sexes and will be enforced at school and school-sanctioned activities. Any apparel, hair style, cosmetics, or jewelry - even if not specifically mentioned which poses a threat to the health or safety of the student or others, or disrupts the educational process is not acceptable. Our school is a place for the business of education; students' grooming and dress must be appropriate to both the school setting and the weather. Exceptions to the enforcement of this dress code may be made in exceptional circumstances; for example, Prom or other school sanctioned activities. Students will be notified in advance of the activity of the dress code provisions which may be relaxed for the activity.

Prohibited dress and grooming items includes, but is not limited to, the following:
Masks are required. Masks may be removed for PE class, and during breakfast/ lunch. A mask will be provided to students, but we recommend supplying your own.

1. Clothing that exposes the midriff or chest, intentional exposure of undergarments or undergarments that are worn as outer garments, and other clothing that is not in keeping with community standards.

2. Clothing that includes words or pictures that are obscene, vulgar, sexually explicit, convey sexual innuendo, abuse or discrimination, or which promote or advertise alcohol, chemicals, tobacco, or any other product that is illegal for use by minors.

3. Clothing and other items or grooming in a manner that represents and/or promotes threat/ hate groups or gangs.

4. Jewelry that presents a safety hazard to self and/or others.

5. ~~Hats, caps,~~ bandanas and other head attire during the school day. Exceptions will be made for religious, medical, or school related reasons. Students are allowed to wear baseball caps (other hats not allowed) in the common spaces of the building. Students are allowed to wear baseball caps in the classroom as determined by each individual teacher. Students are not allowed to wear hats of any type in the auditorium. Caps should be worn facing directly forward or back and should adhere to the same dress expectations. Inappropriate for school language, symbols, or other factors will not be allowed. Students who do not follow the dress expectation may lose this privilege or other privileges.

   Rationale ~ it provides a bit of comfort during craziness, but also there are several items on the market that have masks or shields attached to the brims of baseball caps. It is a battle that is fought all too often with inconsistent and ineffective consequences. After a survey to parents, teachers, and students, the data suggests this is the right course of action for 2020-2021. We would use this as a trial period.

6. Wearing of masks (except those necessary for COVID protection), painted faces, disguises or grooming that limits or prevents the identification of a student or substantially disrupts the learning environment.

7. Any apparel or footwear that may damage school property or interfere with the educational process.

8. Any other items that substantially disrupt the educational environment.

ELECTRONIC DEVICES
Technology is a part of life for many students and adults. However, their usage necessitates some rules in order to ensure that the environment of the school is not negatively affected. For that reason, technology use is allowed at lunch, during passing periods unless it becomes a tardy/ truancy concern, before school, and after school. Cell phone use during class is determined by each individual teacher, which typically means it is allowed for educational purposes only. Cell phone usage is not allowed during lockdowns or fire drills. Students are not allowed to take pictures or videos of any student or staff member without the express written consent of all parties involved. Consequences are listed on the "Summary of Consequences" chart. Electronic Video Devices in Locker Rooms

Electronic video devices in any locker room is strictly forbidden. Student privacy needs to be maintained at all times. Penalties for non-compliance of this rule will be enforced.
This includes iPads, cell phones, and any other electronic device with photographic or video capabilities. In the event that the supervisor has the ability to place the devices in a locked cabinet upon entering the locker room, the devices must be secured and locked immediately.

FOLLOWING DIRECTIONS
Directions by teachers, substitutes, and other members of the school staff must be followed. A student may not always agree with the directions of a staff member, but the staff member has a position of authority that must be respected. Students have recourse in situations where they feel inappropriately directed, but they do not have the right to refuse the directions as given. Students may address their concerns to a school counselor, Assistant Principal, or the Principal.

PUBLIC DISPLAYS OF AFFECTION
The public display of affection such as kissing, inappropriate touching, etc. is not acceptable school behavior. Respect yourself and the rights of others by demonstrating appropriate school behavior.

REMOVAL FROM CLASS Please see Board Policy 506 for more information
There are many reasons that a student may be removed from class. They include but are not limited to rules violations or the potential of a dangerous situation. In these cases, a student may be sent to ISS (In School Suspension) or sent to the Assistant Principal.

When a student is removed the **first time**, it will be documented by the teacher and the parent will be notified by the teacher. The student may also receive additional disciplinary action.
If a **second** removal occurs, the parent will be notified and a meeting will be held within 48 hours with the student, teacher, parent, and administration.During this meeting the teacher will explain his/her expectations for behavior. The student and parent will have the opportunity to ask any questions they may have with the goal being a solution to the behavioral problem.
If a **third** removal takes place, the student may be removed from the class, assigned study hall, and lose credit. Other solutions may be a class change or alternative programming for the student. A parent meeting may also be held at the request of the teacher when removals have not occurred.

Students serving administratively determined consequences in the in school suspension / intervention room / or other disciplinary locations will be ineligible from participating in after school activties, practices, and athletic contests.

SKATEBOARDS & ROLLERBLADES

Skateboarding and rollerblading are not allowed on school property.

SMOKING AND TOBACCO USE

Effective September 1, 1987, the Virginia School District adopted a Smoke and Tobacco Free Policy prohibiting smoking and the use of tobacco products on school district property. This shall include school buildings, school grounds, and school-owned vehicles. This applies to all staff and students of the Virginia School District as well as the public when attending school activities on school property. Possession of tobacco products by students on school property shall be prohibited.

a. Use or possession of tobacco products in the building, on school property, during school activities, or leaving school grounds during school hours to smoke or chew will not be tolerated. Violators of this regulation will receive consequences consistent with school policy and students will not be readmitted until after a parent/guardian has been contacted by the administration. Cigarettes, electronic cigarettes, vaping devices and paraphernalia or other tobacco products are not to be carried by students within the school during school hours. Students should realize the State High School League rules carry a penalty for smoking and tobacco use that also will be enforced by the School. b. Minnesota Statute 609.685, subd. 3, a state that possession or use of tobacco or tobacco related devices by anyone under the age of 18 is unlawful. Because of the health consequences for our youth and the mixed message that is given when laws are not enforced, the NO SMOKING LAW for those under the age of 18 will be enforced. Law enforcement officials will be contacted for violation of the district's smoking and tobacco policy.

STUDY HALL RULES

1. All students are expected to bring assigned work or school approved reading material. Bring enough material for the entire hour - there should be no need to go to lockers during study hall.
2. All students are to be in their assigned seats at the beginning of the hour or they will be counted tardy.
3. Students will refrain from distracting movements and disturbing noises.
4. No hand held musical devices, radios, headphones, etc. are allowed without prior approval from the supervisor.
5. No visiting between students allowed without the consent of the person in charge.
6. No food of any kind allowed in study halls.
7. Dispose of all waste paper and unwanted materials in the trash can on the way out of study hall.
8. Students will not be allowed to leave study hall without a pass from an instructor.
9. No passes from study hall teachers (Exception: washroom pass).

Violation Quantity	Category I Consequence	Category II Consequence
First Violation	The student shall lose eligibility for the next four consecutive interscholastic contests or four weeks, 28 calendar days, whichever is greater, of a season in which the student is a participant.	The student shall lose eligibility for the next contest or until 15 hours of community service is documented. The community service must be pre-approved by the administration **and** the coaching staff of the activity.
Second Violation	The student shall lose eligibility for the next twelve consecutive interscholastic contests or six weeks, 42 calendar days, whichever is greater, of a season in which the student is a participant.	The student shall lose eligibility for the next two contests or until 30 hours of community service is documented. The community service must be pre-approved by the administration **and** the coaching staff of the activity.
Third Violation and Subsequent Violations	The student shall lose eligibility for the next twenty-four consecutive interscholastic contests or eight weeks, 56 calendar days, whichever is greater, of a season in which the student is a participant.*	The student shall lose eligibility for the next three contests or until 45 hours of community service is documented. The community service must be pre-approved by the administration **and** the coaching staff of the activity.

PUPIL FAIR DISMISSAL ACT

All students are protected under the Pupil Fair Dismissal Act. Students who are involved in suspension from school should ask what their rights are under this act. See the Assistant Principal for a copy of this document.

Sports and Activities

MSHSL ELIGIBILITY

The Virginia High School requires all students in grades 7-12 who participate in extracurricular activities outside of the classroom whether they are extra-curricular, co-curricular or athletics, are all subject to the same eligibility requirements. It will be the duty of the sponsor of an activity to inform all participants as to the scholastic eligibility requirements.

In order to participate in any MSHSL-sponsored activity, a student must meet all eligibility requirements set forth by the MSHSL. These eligibility requirements are listed in the MSHSL publication "Athletic Eligibility Information", which must be read and signed by each student and his/her parent/guardian prior to participating in the activity. Eligibility rules and regulations can also be viewed by going to the publication section of the MSHSL website, www.mshsl.org. In addition, a copy of the Official Handbook of the MSHSL is on file with the athletic director and high school principal, if a student wishes to review it in its entirety. Violations of eligibility bylaws of the MSHSL will result in specific penalties, which are also published in the aforementioned publications. Any students who are considered to be chronically truant from school may be suspended from extracurricular activities under MSHSL Policy 206.

Chemical Eligibility

The Minnesota State High School League recognizes the use of mood-altering chemicals including drugs, alcohol, tobacco, vaping, or other similar items as a significant health problem for many adolescents, resulting in negative effects on behavior, learning and the total development of each individual. The misuse and abuse of mood-altering chemicals for some adolescents affect co-curricular participation and development of related skills. Others are affected by the misuse and abuse by family, team members or other significant persons in their lives. Penalties shall be accumulative beginning with the student's first enrollment into the Virginia High School. This includes all students in grades 7-12.

As of July 1, 2019 Virginia Public Schools will now enforce the following chemical eligibility policies [all violations occurring on or after July 1, 2019]. Students violating the chemical policy will be subject to both Category I and Category II consequences, if applicable. (i.e. a student in basketball and band will serve a Category I consequence and also serve a Category II consequence).

Category I

This includes all MSHSL sponsored activities in which member school has a schedule of interscholastic contests, including league sponsored tournaments.

*All MSHSL Athletics 7-12
*Speech & Debate Team
*One Act Play —if a season is scheduled
*Robotics ——if a season is scheduled
*Other new activities, if they meet the definition

Category II

This includes MSHSL sponsored activities in which a member school does not have a schedule of interscholastic events.

*Music Contests (including sections, subsections, state, etc)
*One Act Play —if only participating in one league sponsored tournament
*Robotics ——if only participating in one league sponsored tournament
*Knowledge Bowl
*Math Counts
*Other new activities, if they meet the definition

*A students who chooses to become a participant in a treatment program may become eligible for participation after a minimum period of six weeks after entering treatment if all of the following conditions are met:

A) The student is assessed as chemically dependent
B) The student enters treatment voluntarily
C) The director of the treatment center certifies that the student is successfully participating and/or has successfully completed the treatment program

Note:
The treatment provision is only available for those on the third violation.
All prior violation consequences must still be served.

Students not accompanied by their parent are prohibited from entering bar areas, liquor establishments, or attending parties where liquor is made available to high school students. *This rule puts the burden on the student to know, in advance, whether alcoholic beverages will be made available to students at a party.* If there is any doubt, the student or parent/guardian should contact the host family to determine whether alcoholic beverages will be served. Students violating this rule are not eligible to participate in activities sponsored by the Virginia High School for a period consistent with the Minnesota State High School League Rules (MSHSL

Bylaw Section 205.00 regarding the Use of Mood Altering Chemicals, i.e. Alcohol, Tobacco, Drugs or Marijuana). A student employed by a business establishment is exempt from this rule while working.

MSHSL Athletics & Activities Academic Eligibility Procedures

Grades 7-12
~Checked quarterly and at mid-terms (8 times per year)
~Students must have quarter GPA of 1.333 to participate and zero failing grades
FYI: all D+'s in regular classes = 1.333
~Students cannot have in complete grades
~Students can earn eligibility two weeks after ***quarter***- if they are not failing any classes and if they equate to 1.333 GPA (if not eligible, they will be rechecked at midterm)
~Students can earn eligibility immediately following ***midterms*** as soon as they are passing all classes; GPA is not checked at this time
~Students deemed ineligible for the fall sports season based on 4th quarter grades will serve a 2 game penalty

If an ineligible student retakes a failed course in summer school and/or in night school and brings up his/her GPA to at least 1.33 prior to the beginning of a sport or activity, that student will then regain academic eligibility for extracurricular activities.

All Other Non-MSHSL Activities (Clubs, Etc)
No policy for any student grades 7-12

MSHSL Athletics & Activities Attendance Eligibility Procedures
Students participating in co-curricular or school sponsored clubs, sports, and activities must be present for all classes preceding any practice, activity, concert, contest, or game and all classes the day after unless pre-excused by the Principal or the absence is due to an exempted reason.

If a student has exceeded the 10 allowable absences, he/she must make up the time to return to eligible status. Students with 11+ are not eligible to participate.

Athletics & Activities Disipline Eligibility Procedures

EXTRACURRICULAR ELIGIBILITY DUE TO OUTSTANDING CONSEQUENCES

Any student over the allowable absentee policy and any student with more than one detention to serve is not in good standing and is ineligible for extra curricular activities until all school consequences have been served.

Students serving administratively determined consequences in the in school suspension / intervention room / or other disciplinary location will be ineligible from participating in after school activties, practices, and athletic contests.

EXTRACURRICULAR TRANSPORTATION POLICY FOR STUDENTS

Participants in extracurricular contests must use transportation provided by the school. The only exception is in the event that parents request in writing via the school districts extra-curricular alternate transportation form to have their student ride with a parent, grandparent or immediate family member, in which case they assume all responsibility. No student may ride with another student under any circumstance.

EXTRACURRICULAR WEATHER RELATED POLICY

Please be aware that just because school is closed, it does not mean all Virginia School District events and contests are cancelled. Our policy is such that if school is closed before the starts and the weather improves throughout the day, administration can decide to play games as scheduled.

HOMECOMING/SNOW WEEK ROYALTY

Any student with an outstanding chemical violation, who has not completed serving their penalty, will be ineligible for any Royal Court activities. Violations occuring during activities will render the student ineligible. This includes, but is not limited to chemical violations and legal violations. The school administration will make the decision based upon a student meeting the requirements set forth by school policy and the MSHSL to clear their ineligibility for extracurricular activities. Decisions will not be appealed.

Students owing detentions or other school related consequences and those over the allowable attendance policy will not be eligible for homecoming and/or Snow Week Royalty.

OVERNIGHT/OUT OF STATE TRAVEL

Students with outstanding violations relating to alcohol, tobacco, or other mood altering chemicals will not be approved for overnight or out of state travel.

WEDNESDAY AND SUNDAY ACTIVITIES

It is the policy of the Virginia District to not schedule all extra-curricular activities between 6:00 p.m. and 8:00 p.m. on Wednesday's during Religious Education classes. Playoff contests could also be scheduled on Wednesday by the section committee, which is out of the control of the district. When Religious Education classes are completed for the school year, the District may need to schedule Wednesday activities, especially during the spring sports season. Sunday practices are not allowed as stated in the rules of the Minnesota High School League.

SCHOOL DANCES

Turnabout Rules

1. Tickets must be purchased in advance from the designated selling location.
2. Turnabout is open to all Virginia High School students currently enrolled in grades 10-12 girls presently enrolled in the Virginia High School may invite guests who have graduated within the last two years, regardless of home school.
3. The parent/guardian of any student who does not arrive by 8:15 PM will be notified. Students who leave early will not be allowed to return to the dance.
4. As this is a school activity, all school rules will be followed throughout the activity.
5. All students attending the Turnabout are expected to be in attendance at school the Friday before the Turnabout unless pre-excused. Students not in attendance on Friday will not be permitted to attend the Turnabout.
6. All detentions and suspensions must be served before a ticket will be issued to a student and his/her partner. Students who are not in good standing, including those with truancy and/or behavioral issues, may not be allowed to attend Turnabout.

Prom Rules

1. The PROM is given by the junior class in honor of the graduating seniors.
2. A TICKET MUST BE PRESENTED FOR ADMITTANCE TO THE PROM. Students will be informed of locations to purchase tickets in the daily bulletin.
3. Any senior or junior presently enrolled may ask a person outside of the school providing they are at least 16 years of age and classified as an 11th grader. NO ONE BELOW 11TH GRADE MAY BE INVITED. If your partner is not a student at the Virginia High School, the name, address, and grade must be given in the office. If your partner is not currently enrolled in high school, they must have graduated within the last 2 yrs and must be under 21.
4. Parent/guardians will be informed of any student who has not arrived to Prom by 8:15 pm. Students who leave early will not be allowed to return to the dance.
5. Due to lack of space, no spectator tickets will be issued. Please convey this information to your parent/guardians and friends. Parents may view the Prom decorations at the time specified by the Prom supervisor.
6. All school rules will be followed throughout the Prom, as it is a school activity.
7. All students attending the Prom are expected to be in attendance at school the Friday before the Prom unless pre-excused. Students not in attendance on Friday will not be permitted to attend the Prom.
8. All detentions and suspensions must be served before a ticket will be issued to a student and his/her partner. Students who are not in good standing, including those with truancy and/or behavioral issues, may not be allowed to attend Prom.
9. Formal dress is required. Inappropriately dressed students will not be allowed to attend Prom activities.

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The Minnesota K–12 Academic Standards are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)	ACCESS and Alternate ACCESS for English Learners
• Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities.	• Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening, and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

STUDENT COUNCIL

The Student Council is an organization made up of students representing the student body. It furnishes responsible leadership training for student leaders. It is through this organization that student opinion and sentiment is brought to the attention of the faculty and administration.

Grades 9 -12

The Student Council consists of a total of 32 members, including a president, vice-president, secretary and treasurer. The membership shall be elected to the Council each spring for the following year. The qualifications that one should look for when electing their representative and officers are: good character and positive leadership ability.

Grades 7 & 8

The Student Council in grades 7 & 8 has four students from each of the grades making a total of 8. The incoming seventh grade elects their representatives in the fall, while the current 7th grade elects next year's representatives in the spring.

NATIONAL HONOR SOCIETY

The Virginia High School has two separate organizations, an Honor Society in which membership is based strictly upon Grade Point Average (GPA), and the National Honor Society in which the four criteria of scholarship (GPA), leadership, service and character are given equal weight in determining membership. Potential Juniors will be contacted following the second marking period and given instruction on making the appropriate application for membership. A description of the selection procedure shall be published in an official school publication that is widely available in a timely fashion to all students and parents of the school. The selection procedure shall be determined by the Faculty Council and shall be consistent with the rules and regulations of NHS. *The selection criteria is posted and available in the counseling office.

NASSP shall not review the judgment of the Faculty Council regarding selection of individual members to local chapters.

Addendum of School Policy Links

POLICIES

The following is a partial list of selected student policies. For a complete list of policies for ISD #2909, please refer to our website at www.rrps.org under "District", "School Board", and "Board Policies". The blue links will bring you directly to the policy.

It is the policy of the Virginia Public Schools to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence.

Policy 501: Weapons Policy

Any student found to be in possession of a weapon on district property or at a district-sponsored activity shall be expelled from school for up to one year and may be subject to other appropriate disciplinary action.

Policy 502: Search of Student Lockers, Desks, Personal Possessions, and Student's Person

The purpose of this policy is to proide for a safe and healthful educationalenvironment by enforcing Virginia Public School's policies against contraband.

Policy 503: Attendance

Administration and staff will inform parents of the options available to them to excuse their child from school when necessary.

Policy 504: Student Dress and Appearance

The dress and grooming of students becomes the concern of the school if it causes disruption of the educational program or is offensive or inappropriate to others. Students should dress in a manner that takes into consideration the educational environment, safety, health and welfare of others.

Policy 506: Student Discipline

The purpose of this policy is to ensure that students are aware of and comply with the School District's expectations for student conduct. The School District will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

Policy 514: Bullying

An act of bullying, by either an individual student or a group of students, is expressly prohibited on District property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying.

Policy 515: Protection and Privacy of Pupil Records

The school district recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

Back to School Guide

2020-2021

ISD 2909 Rock Ridge School District

Virginia High School
Eveleth Gilbert High School
Gilbert 5-8 Campus
Roosevelt Elementary
Franklin Elementary
Parkview Learning Center

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Introduction

The health and safety of our staff, students and families is our highest priority. As part of that commitment, Rock Ridge Public School District is closely monitoring the progress of COVID-19, in partnership with Minnesota Department of Health (MDH) and local public health authorities. The district will need to adapt its plans according to evolving health conditions and local needs. Planning for reopening schools creates the unique opportunity to strengthen partnerships and our commitment to work together as a community with the shared goal of improving outcomes for all students.

The following principles were developed through the input of our stakeholders and guided our planning process:

- Provide quality instruction that leads to high academic achievement
- Prioritize our commitment to equity
- Ensure the health and safety of each member of our school community
- Engage with staff, students and families
- Engage with community partners to meet the needs of our school and greater communities.

Our Commitments

Safety

The health and safety of our students and staff is a top priority. Plans will reflect guidance from the CDC, Minnesota Department of Health and Minnesota Department of Education.

Equity

Our commitment to equity means programs and services will be in place at all schools – regardless of the scenario – to ensure that race, gender, class and disability will not predict students' success.

Flexibility

We want to get back to doing what we do best – teaching and learning with students in person. However, plans will be developed to allow for a fluid response when moving between in-person and distance learning scenarios as necessary.

Responsibility

Plans will consider what is fiscally responsible to our community considering the financial resources of the District.

Learning Models

MDH and MDE require school districts to be prepared to fluidly transition between in-person, hybrid and distance learning plans. School districts are also required to provide instruction through distance learning to any family that keeps their children at home due to health or other concerns.

In-Person Learning

Learning Models

Physical Distancing

In this planning scenario, schools will create as much physical space between students and teachers as is feasible during the day. However, schools cannot guarantee they can strictly enforce six feet of physical distance at school at all times

Devices and Access

Students use a district device and school provided internet access

Staffing

May be reassigned to support physical distancing and safety procedures enabling students to return to the classroom

Schedules

Daily schedule modification as necessary to provide safety throughout the day

Alternatives

Students and families who are not comfortable will be provided an online/virtual option

Communication

Ongoing and systematic communication from school to staff and families

Hybrid Model

Learning Models

Return to Classroom

In this scenario, students will return to the classroom only one or two days per week. This may vary between elementary and high school. Students will be given a schedule for in person learning and distance learning.

Devices and Access

Students use district devices, home internet access becomes vital for all students.

Alternatives

Students and families who are not comfortable will be provided an online/virtual option

Communication

Ongoing and systematic communication from school to staff and families

Distance Learning

Learning Models

Meaningful Learning Activities

- Students will have learning opportunities available each day. These may include activities like:
- Recorded mini-lessons on content for the course
- Teacher interaction with students using activities
- Opportunities for peer-to-peer activities
- Small-group meetings/activities throughout the day
- Each student will have an engagement activity with their teachers on a regular basis.

Targeted or District Wide

May be used for short or long term needs as determined by positive COVID-19 cases

Devices and Access

Students use district devices, home internet access becomes vital for all students. Hotspots will be provided for students who need access at home.

Communication

Ongoing and systematic communication from school to staff and families

Learning Models
Students with Special Needs

Programming and services

Special education and related services are based on individual student needs as determined by the individual education program (IEP) team and as documented in the IEP or 504 plan.

Environments

Access to education will be reconfigured to meet physical distancing guidance while meeting the needs of individual students.

Case loads

Staff or schedules may be redesigned to provide access to individualized learning to meet IEP and 504 plans.

Travel

Staff schedules will be configured to limit travel within the building as much as possible while providing services to students.

Communication

Ongoing and systematic communication from school to staff and families

In-Person Learning

Protocols for Pre-K-6 Schools

These are subject to change as more information becomes available.

- Students will be given mask breaks when properly distanced.
- Soft, cloth covered furniture removed from classrooms and other areas of the building.
- Classrooms will be set up with desks that are properly spaced for social distancing when feasible.
- Classes conducted outside as much as possible
- Social Distancing will be monitored to the best of our ability on the playground.

In-Person Learning

Protocols for Pre-K-6 Schools

These are subject to change as more information becomes available.

- Students will report directly to breakfast, playground, or class upon arrival (depending on building) and will not be able to congregate in the hallways. Because of this, we ask that walkers and those with family transportation arrive as close to the actual class start time as possible.
- All visitors, including parents, should have an appointment to enter the school.
- All students, staff, and visitors are expected to wear a mask. Those that cannot wear a mask for health reasons should make an accommodations request to the office.

In-Person Learning

Protocols for Pre-K-6 Schools

These are subject to change as more information becomes available.

- Use of individual supplies, when available, otherwise shared supplies will be cleaned
- No Use of Water Fountains — Students may bring water to drink. If bottle filling stations are available, they may be accessed.
- Students will have a homeroom teacher and wherever possible the specialists will come to the classrooms to limit the amount of cross-contamination of all the students going to them.
- Breakfast and lunch will be available in the most feasible distanced setting.

In-Person Learning

Protocols for Pre-K-6 Schools

These are subject to change as more information becomes available.

- Families who choose distance learning for their students will have a designated teacher to facilitate equitable learning, replicating as close as possible with the in-school learners.
- After school care provided this year district wide. This will only be available on the days that students are in school. We will not provide after school care in the distance learning model.

In-Person Learning

Protocols for Pre-K-6 Schools

These are subject to change as more information becomes available.

Traditional Classrooms

~Student desks instead of tables when possible
~Desks face one direction; limited collaboration
~No soft seating (couches, recliners, etc)
~When possible, teachers will rotate rooms rather than students
~Increased paperless teaching tools (less paper transfer)
~Outdoor learning as often as possible

Music Spaces

~Choral classes broken into pods to help with air ventilation
~Choral classes meet in auditorium for increased distancing

~Band classes will have music masks for class and bell covers for all wind instruments

~Orchestra students will wear masks during class and will not share materials or instruments

~SMART music integration (electronic tools)

Physical Education Spaces

~Limit active participation to 25 students in a pod
~Required hygiene - Kids wash hands when done
~Limited team activities; Increased individual activities
~Outdoor learning as often as possible
~No swimming classes

Breakfast / Lunch Spaces

Students will eat breakfast and lunch in the cafeteria as room allows. Additional bagged breakfasts and lunches will be available to send with students to class.

Hybrid Model

Protocols for Pre-K-6 Schools

These are subject to change as more information becomes available.

Hybrid (If required by School District due to county COVID-19 cases)

- Hybrid Learning will look very similar to in-person learning except students will report to school fewer days to allow for 50% max capacity in all locations.

Distance Learning

Protocols for Pre-K-6 Schools

These are subject to change as more information becomes available.

- Students participate in learning 5 days per week.
- Students will connect for scheduled instructional times with their teacher. During this time, instructors will provide live lessons simulating a typical class period.
- Teachers will communicate with families on a regular basis. Communication is a must.
- We may not be able to provide all specialists, but we will make efforts to provide creative schedules for students.

In-Person Learning

Protocols for Grades 7-12

These are subject to change as more information becomes available.

- Students will be given mask breaks when properly distanced.
- Soft, cloth covered furniture removed from classrooms and other areas of the building.
- Individual supplies (no more community sharing)
- Classrooms will be set up with desks that are properly social distanced when feasible.
- Students will report directly to breakfast or class upon arrival and will not be able to congregate in the hallways. Because of this, we ask that walkers and those with family transportation arrive as close to the actual class start time as possible.

In-Person Learning

Protocols for Grades 7-12

These are subject to change as more information becomes available.

- All visitors, including parents, should have an appointment to enter the school.
- All students, staff, and visitors are expected to wear a mask. Those that cannot wear a mask for health reasons should make an accommodations request to the office.
- We will encourage staff to bring classes outdoors, when appropriate, in order to provide increased mask and movement breaks
- No Use of Water Fountains — Students may bring water to drink. If bottle filling stations are available, they may be accessed.

In-Person Learning

Protocols for Grades 7-12

These are subject to change as more information becomes available.

- Students will have (4) 89 minute classes each day. This reduces cross contamination and makes it easier if we are forced to switch to hybrid or distance learning.
- Limited use of lockers. Those requesting a locker must contact the office. All others are encouraged to use a backpack that can be carried from class to class.

In-Person Learning

Protocols for Grades 7-12

These are subject to change as more information becomes available.

Traditional Classrooms

~Desks instead of tables, if necessary
~Desks face one direction; limited collaboration
~No soft seating (couches, recliners, etc)
~When possible, teachers will rotate rooms rather than students
~Increased paperless teaching tools (less paper transfer)
~Outdoor learning as often as possible

Study Hall

Students will not be permitted to sign out of study halls to other locations within the building; however, 11-12 grade students may be able to leave the building during a study hall if they have passing grades, parent permission, and their own transportation.

Physical Education Spaces

~Limit active participation to recommended pod sizes
~Limited team activities; Increased individual activities
~Outdoor learning as often as possible
~Locker rooms can be used to change but no more than 10 at a time.
~No swimming in HS physical education classes.

In-Person Learning

Protocols for Grades 7-12

These are subject to change as more information becomes available.

Music Spaces	Breakfast / Lunch Spaces
~Choral classes broken into pods to help with air ventilation ~Choral classes meet in auditorium for increased distancing ~Band classes will have music masks for class and bell covers for all wind instruments - Orchestra students will wear masks during class and will not share materials or instruments ~SMART music integration (electronic tools)	Students will eat breakfast in the cafeteria as room allows. Additional bagged breakfasts will be available to send with students to class. Students 7-9 will have closed lunch. Hallways will not be utilized for lunch as they were in the past. Classrooms and cafeteria locations will be utilized as necessary. Students 10-12 will have open lunch, but classrooms and cafeteria locations will also be available for students choosing to stay at school. Students that are not following social distancing guidelines during lunch may be required to stay in school. If the district has to move to the hybrid model, lunch will be closed for students 10-12

Hybrid Model

Protocols for Grades 7-12

These are subject to change as more information becomes available.

Hybrid (If required by School District due to county COVID-19 cases)

- Hybrid Learning will look very similar to in-person learning except students will report to school fewer days to allow for 50% max capacity in all locations.

Distance Learning

Protocols for Grades 7-12

These are subject to change as more information becomes available.

- Students participate in learning 5 days per week.
- Students will connect for scheduled class periods a minimum of 3 times per week via ZOOM. During this time, instructors will provide live lessons simulating a typical class period.
- The days that students do not connect for scheduled class time (typically 2 days per week), they will have independent online work that must be completed.
- Distance coursework will be taught by licensed instructors.

Distance Learning

Protocols for Grades 7-12

These are subject to change as more information becomes available.

- iPads and hotspots (when needed) will be provided by the district.
- Families will be notified if students are missing 25% or more of their coursework and/or receiving a "D". The students team will meet via Zoom to discuss an improvement plan.
- Not all electives will be available, but we will make efforts to provide creative schedules for students

Transportation

Information regarding times and locations of specific bus routes will be forthcoming. These schedules are subject to change depending upon the learning model. Please note the following changes in ridership protocol:

- MDE/MDH will determine the number of students per bus.
- Students from the same household may be required to sit together.
- Students will load the bus from back to front and unload the bus front to back.
- Face coverings will be required on buses.
- Buses will be disinfected in between routes.
- Additional ventilation may be used by partially opening windows
- We are encouraging parents to transport their students to school however we will continue to provide transportation when necessary. There are currently no capacity restrictions on transportation, however the district would like to provide as much space as possible for our riders.

Cleaning and Disinfecting

Building and grounds, health and safety, and custodial staff have been working closely together to ensure the safety of our students, staff and public. As a result, and based on guidance from the Minnesota Department of Health (MDH) and the Centers for Disease Control (CDC), District 2909 implements a four-tiered cleaning response to COVID-19 reports.

Cleaning and Disinfecting

TIER 1: INCREASED DAILY DISINFECTING

Custodial staff has increased disinfectant procedures throughout the buildings. District 2909 has prioritized high-touch areas such as doorknobs and handles, door push plates, light switches, door frames, desks, tables, countertops, chairs, dispensers (soap and towel), faucets, keyboards and mice. In addition, District 2909 shall provide wipes (when available), disinfectants and sanitizers. Nutritional Services will be disinfecting the kitchens throughout the food service day.

TIER 2: BUILDING WIDE DISINFECTION WITH A SUSPECTED COVID-19 CASE

If a student or staff member is suspected of having COVID-19 related symptoms, the following response will be implemented:

The impacted area where the student or staff member has been will receive disinfection including the prioritization of cleaning of bathrooms, hallways, drinking fountains, cafeterias, kitchens and health offices.

High-touch areas will also be prioritized, including, but not limited to, door knobs and handles, door push plates, light switches, door frames, desks, tables, countertops, chairs, dispensers (soap and towel), faucets, keyboards and mice, bleachers, exercise equipment, lockers, restrooms and more.

Cleaning and Disinfecting

TIER 3: POSITIVE COVID-19 IMMEDIATE CLEAN & DISINFECTION

In the event a positive case of COVID-19 has been identified in a student, staff or public in attendance at that building, the affected area will be closed off and a cleaning team shall be deployed to thoroughly disinfect the entire affected area and any other common spaces that the individual may have occupied. Building and grounds will provide cleaning sprays, disinfectant sprays, spray bottles, PPE (masks, gloves, shields)

Any infected person will be asked to self-quarantine for 14 days. Anyone with exposure within 6 feet for more than 15 minutes continuous will be asked to self-quarantine as well.

TIER 4: MULTIPLE POSITIVE COVID-19 & POTENTIAL BUILDING WIDE

In the event that multiple positive cases of COVID-19 have been identified in students, staff or public in attendance at that building, a cleaning team shall be deployed to thoroughly disinfect the entire building in accordance with District 2909 cleaning and disinfecting standards and in consultation with, and following guidance from, the Minnesota Department of Health.

Any infected person will be asked to self-quarantine for 14 days. Anyone with exposure within 6 feet for more than 15 minutes will be asked to self-quarantine as well. The district will evaluate cases and may have to change learning models depending on the severity.

Communication

Because of the rapidly evolving nature of COVID-19, current information and protocols concerning our community and school sites will be updated regularly on the Rock Ridge website. As appropriate, families will be notified of positive cases by the building principal within a school site and of actions taken. Depending on the circumstances, the risk to others may range from low to high, and protocols will vary accordingly.

Each school site will have a designated nurse serving as the COVID-19 Coordinator for that building to track and report daily any suspected COVID-19 infections. The Rock Ridge COVID-19 Response Team will meet daily, or as needed, to determine appropriate action and communication regarding positive cases. Per the governor's directive, Rock Ridge Schools will collaborate with an assigned regional support team to ensure efficient communication from the school and district level to the state level in the event of a confirmed case of COVID-19 in a school building. In the event of a school closure, families will be notified immediately.

All staff and students should self-screen at home prior to entering a Rock Ridge School building. If you present symptoms, you should stay home and seek medical attention. If you present symptoms, you will be escorted to a Care Room to await a ride or be asked to leave the building immediately. People who present symptoms should be tested.

District Response Team

Noel Schmidt – Superintendent

Angie Williams – EG High School Principal

Lisa Perkovich – Virginia High School Principal

Dan Johnson – Roosevelt Elementary Principal

Todd Griepentrog – Gilbert Campus Principal

Sheena Stefanich – Parkview Principal

Jeff Carey – District COVID coordinator

Misty Elliott – School Nurse – Virginia Campus

Katie Peterson – School Nurse – Eveleth-Gilbert Campus

Activities

The Rock Ridge School District recognizes the value of participating in activities and will strive to provide full access to these opportunities. We will follow the guidance provided by the Minnesota State High School League.

If our schools are using the hybrid learning model, students will need to find their own transportation to participate in activities on the days they are not attending school in-person. HS activities will be evaluated during this time to determine if they should continue or not.

The district will not be renting out facilities to any outside agencies or groups.

If our schools are using the Distance Learning model, activities will not be held in person.

Activities – Fall 2020

- Football and Volleyball have been moved to spring 2021
- Girls Swimming will be limited to 11 local meets with no more than two teams participating. No spectators will be allowed in the pool.
- Girls/Boys Soccer will be limited to 11 local games.
- Girls Tennis is limited to 11 matches
- Girls/Boys Cross Country will be limited to 7 races with no more than three teams participating.
- All fine arts programs will hold any programs without audiences unless it can be held outdoors. All performances will be recorded and available online.
- Any athlete participating in a fall sport can not participate in fall training sessions for volleyball, football and all spring sports.
- Due to COVID, any student-athlete competing in a school sponsored activity, cannot participate in any club or AAU sport during the season they are in the school sponsored activity. In addition, any athlete who participates in any club or AAU sport and who then decides to participate in a school sponsored activity must self-quarantine for 14 days before joining any school sponsored practice/game.

Community Education

Community education is creating innovative opportunities for class experiences with enhanced health and safety procedures. While our programs this fall will look different than in years past, we are committed to providing the best experience possible. Community education is following the guidance from the CDC, MDH and MDE. The health and safety of our community is our top priority. Connections, community and learning experiences are what keeps us inspired.

All Youth sports run through community ed and the recreation department are cancelled for fall.

This year Eveleth-Gilbert and Virginia programs will be combined to offer a wider variety of programming. We invite you to stay up-to-date with all that we are offering by following us on Facebook or on our website.

If the district moves to distance learning, all community ed programs will be cancelled.

If you have questions, please call the Community Ed Office 218-749-5437.

Enrollment/Registration

Eveleth-Gilbert High School

Laura Tassoni, Secretary
laura.tassoni@rrps.org
218-744-7706

Gilbert Campus 5-8

Denise Berry, Secretary
denise.berry@rrps.org
218-744-7770

Franklin Elementary

Stacy Buatala, Secretary
stacy.buatala@rrps.org
218-744-7709

Virginia High School

Cindy Carey, secretary
cindy.carey@rrps.org
218-742-5437

Roosevelt Elementary

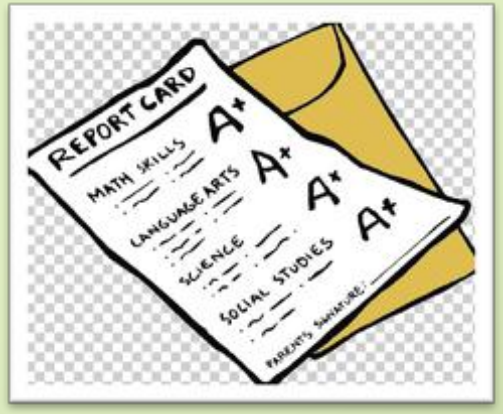
Patty Pervenanze, secretary
patty.pervenanze@rrps.org
218-742-3944

Parkview Learning Center

Kathi Croft, Secretary
kathi.croft@rrps.org
218-742-3801

Grading

Rock Ridge Public Schools will do traditional grading throughout the 2020-2021 school year regardless of the learning model. MSHSL eligibility rules will be in effect for all students participating in MSHSL activities throughout the year.



Graduation

Graduation is an important milestone in our students' and families' lives and a time to celebrate their hard work. We are committed to recognizing our students' accomplishments, and our graduation ceremonies will be held in accordance with safety regulations set by the CDC, MDH and MDE.

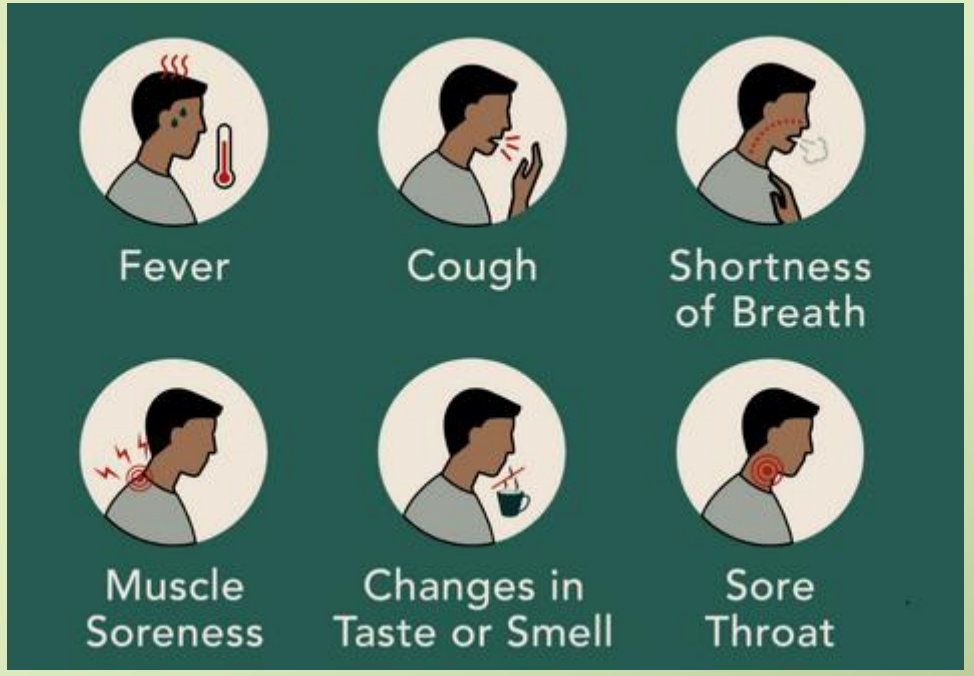
Health & Safety Protocols

SCREENING AT HOME

Families are encouraged to go through the CDC self screen at home every morning. Anyone with COVID-19 symptoms or a temperature of 100.4 or higher should not go to a school site.

Students and adults should screen for respiratory symptoms such as cough, shortness of breath prior to coming to school each day. Anyone exhibiting these symptoms should not come to school. If anyone in your household has symptoms, you should not come to school or participate in activities. For an updated symptoms list go to CDC.gov.

Symptoms of COVID-19



Health & Safety Protocols
Screening at Home

COVID- SCREENING: The CDC does NOT recommend universal symptom screenings (screening all students grades K-12) be conducted by schools.

We strongly encourage parents and caregivers to monitor their students for signs of illness every morning prior to school and in the evenings.

Students who are sick should NOT attend school in-person.

If a household does not have a thermometer a temperature check can be conducted at school. Contact your students school nurse to set up a temperature check.

Health & Safety Protocols
Screening at Home

Our district is working to ensure your student is safe from the threat of novel, or new coronavirus. We are asking parents/guardians and students to take the following everyday steps to help avoid the spread of all respiratory viruses:

- Wash your hands often with soap and water for at least 20 seconds.
- Cover your cough or sneeze with a tissue, throw the tissue away, and then wash your hands.
- Avoid touching your eyes, nose, and mouth.
- Clean and disinfect frequently touched objects or surfaces such as remote controls and doorknobs.
- Avoid close contact with people who are sick.
- Stay home if you are sick. Call your doctor if you develop fever, cough, or difficulty breathing

Health & Safety Protocols
Screening at Home

ASK YOUR CHILD THE FOLLOWING:

Have you experienced symptoms of COVID-19 noted above in the past 48 hours?

Yes_____ No_____

Have you tested positive for COVID-19 or been told by a health care provider that you have symptoms consistent with COVID-19? Yes_____ No_____

Are you living with or caring for an individual in a household setting who is a suspected or confirmed case of COVID - 19? Yes ____ No ____

Have you been in contact with anyone known or suspected to have COVID - 19 in the last 14 days? (PLEASE NOTE-if you work in a healthcare setting and have had contact with COVID-19 suspected/positive patients while wearing appropriate PPE, please answer NO to this question. Yes_____ No_____

If your child answers YES to any of these questions keep them home from school and follow the MN Department of Health Decision Tree Guide noted in this manual. https://www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf.

Health & Safety Protocols
Screening at Home

HOW LONG TO STAY HOME IF YOU ARE SICK:

If you have symptoms of COVID-19, stay home until all three of these things are true:

- You feel better. Your cough, shortness of breath, or other symptoms are better. **And**
- It has been 10 days since you first felt sick**. And**
- You have had no fever for at least 24 hours, without using medicine that lowers fevers.

Reporting Symptoms and/or Exposure

Students who feel they have COVID-19 symptoms, or who think they may have been exposed, should report immediately to the school nurse for assessment. A reporting protocol will be communicated to families.

Please know that an employee's or a student's medical information is private data under the Minnesota Government Data Practices Act and/or FERPA, and may only be shared with those that have a need to know that information. During this time, we know that medical concerns will be top of mind for families and staff, but we urge all to understand and protect the privacy of medical information. If you are in a position where you need to know information about an exposure in a school or district building, you will be notified directly of that information. We appreciate your support in protecting this sensitive medical data.

Health & Safety Protocols

Screening at School

- Adults and students will be required to wear protective face covering.
- Students will be required to wear a face covering before entering the bus.
- Arrival and dismissal times may be staggered to avoid large gatherings of people.
- Parents and visitors will have limited access to the school campus unless they have a specific appointment.
- A student who is unable to wear a mask or must wear a mask with exhalation valves for health reasons should make an accommodation request to the office.
- Any student who does not wear a face covering while in school will be removed

Health & Safety Protocols

General Safety Precautions Throughout the Day

Floor Adhesives

6' separation stickers in high traffic areas

Traffic flow signage

Safety Signage

Hand hygiene – washing w/soap

Physical distancing

Symptoms

Drinking Water

Bottle filling only

One time use cups for those without bottles

Hand Sanitizer

Increased availability in all buildings

Creating Space for Distancing

Removal of furniture

Reconfiguring classrooms to create more physical distance for students

Reducing student travel/movement during the day.

Classroom Materials

Shared materials will be discouraged, but when unavoidable they will be cleaned and disinfected between uses

Health & Safety Protocols

Other Safety Considerations

- Face coverings will be worn by all staff, students and guests while on district property. Exceptions are made only for those with documented medical exemptions that have been reviewed and approved by administration.
- Gloves will not be used by students and staff with the exception of those conducting the duties of cleaning, first aid or food service. Students and staff will use soap or/hand sanitizer when handling any school materials.
- Schedules will be made to help minimize student travel throughout the day in an effort to keep cross contamination to a minimum.
- Large group gatherings will be prohibited as determined by CDC and MDH guidance.

Nutrition

Meal service will continue regardless of the learning model.

- Breakfast and lunch will be served at school within the in-person and hybrid models when students are at school. Meals will be delivered to students on free/or reduced meals if the entire school is in the distance learning model however, if families choose distance learning, meals will not be provided.
- Meals may be served in classrooms and individualized as feasible. Meals may be served hot or cold depending on circumstances.
- Nutritional staff will wear masks and gloves in the preparation and serving of meals.
- Students will wash hands before and after lunch.

School Schedules

The start and end times for some students may be shifted slightly this year to allow time for sanitizing buses and allowing students to enter school without causing large gathering at entrances.

School	Start Time	End Time
Virginia HS	8:15	3:05
EGHS	8:15	3:05
Gilbert Campus	8:05	2:50
Roosevelt Elem	7:55	2:50
Franklin Elem	8:15	2:50
Parkview	8:05	2:45

Technology

Each student will be provided with a 1:1 device. Hot-spots are available for families with unreliable internet access or without access. Students and families needing tech support can gain assistance by reaching out to their school technology specialist.

Staff will be preparing students and families throughout the year in the event the district has to move to a different learning model.

Videos and in person training, will be available at the start of the school year to show families how to access and use all devices and programs.

Training

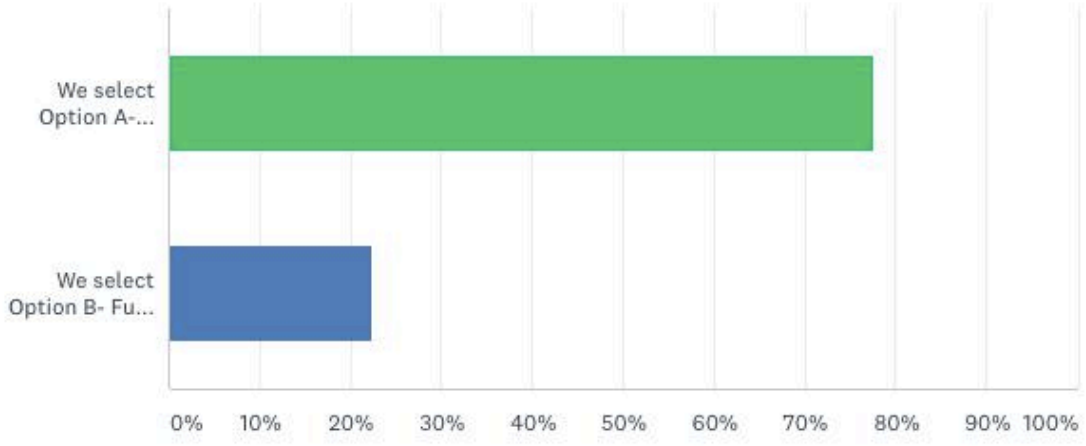
All employees will receive training on health and safety protocols for the 2020-21 school year consistent with this guide. All schools will provide training and education for students on health and safety protocols for school buildings.

Stakeholder Data – Combined K-6

Data Gathered from Student/Parent Survey

After reviewing both Option A and Option B listed above

Answered: 1,044 Skipped: 0

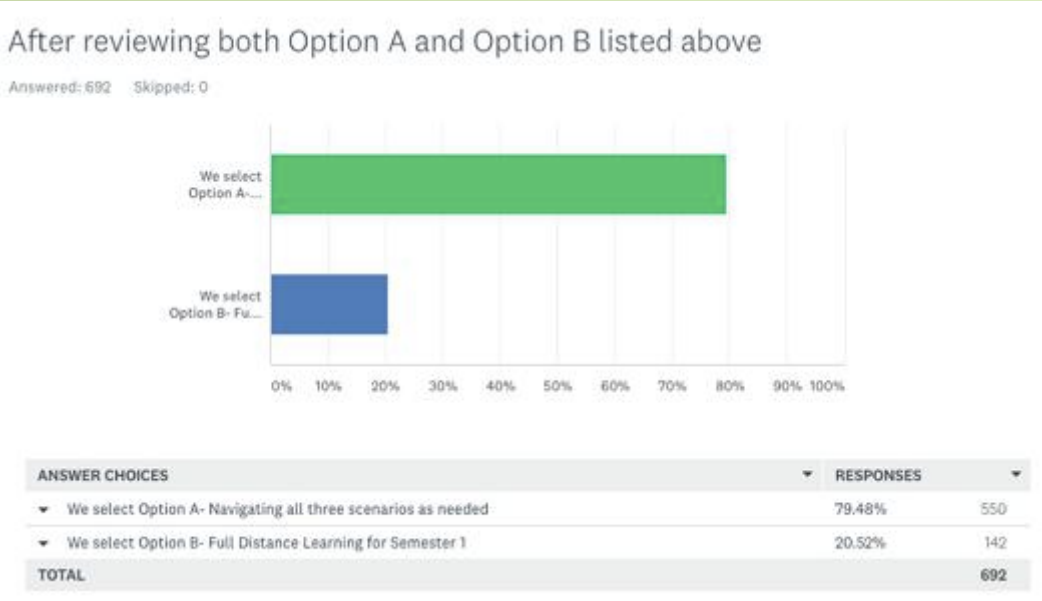


ANSWER CHOICES	RESPONSES	
We select Option A- Navigating all three scenarios as needed	77.59%	810
We select Option B- Full Distance Learning for Semester 1	22.41%	234
TOTAL		1,044

Stakeholder Data – K-6

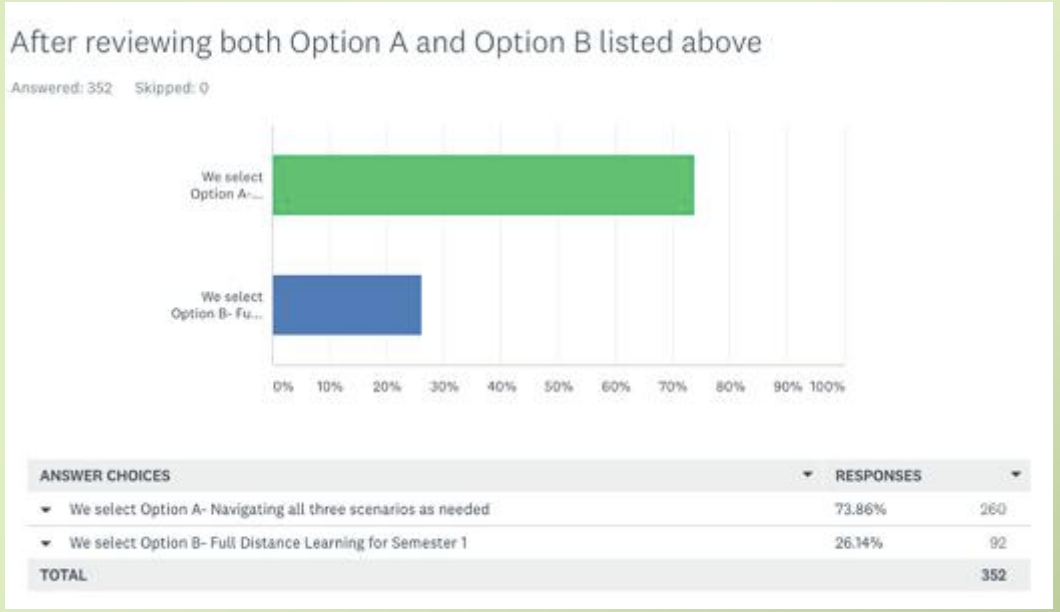
Data Gathered from Student/Parent Survey

Virginia K-6



ANSWER CHOICES	RESPONSES	
We select Option A- Navigating all three scenarios as needed	79.48%	550
We select Option B- Full Distance Learning for Semester 1	20.52%	142
TOTAL		692

Eveleth-Gilbert K-6



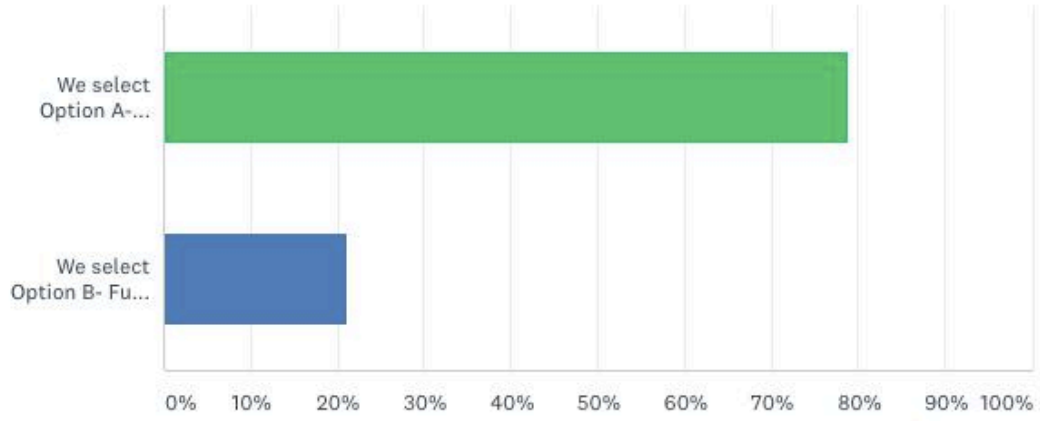
ANSWER CHOICES	RESPONSES	
We select Option A- Navigating all three scenarios as needed	73.86%	260
We select Option B- Full Distance Learning for Semester 1	26.14%	92
TOTAL		352

Stakeholder Data – Combined 7-12

Data Gathered from Student/Parent Survey

After reviewing both Option A and Option B listed above

Answered: 916 Skipped: 0

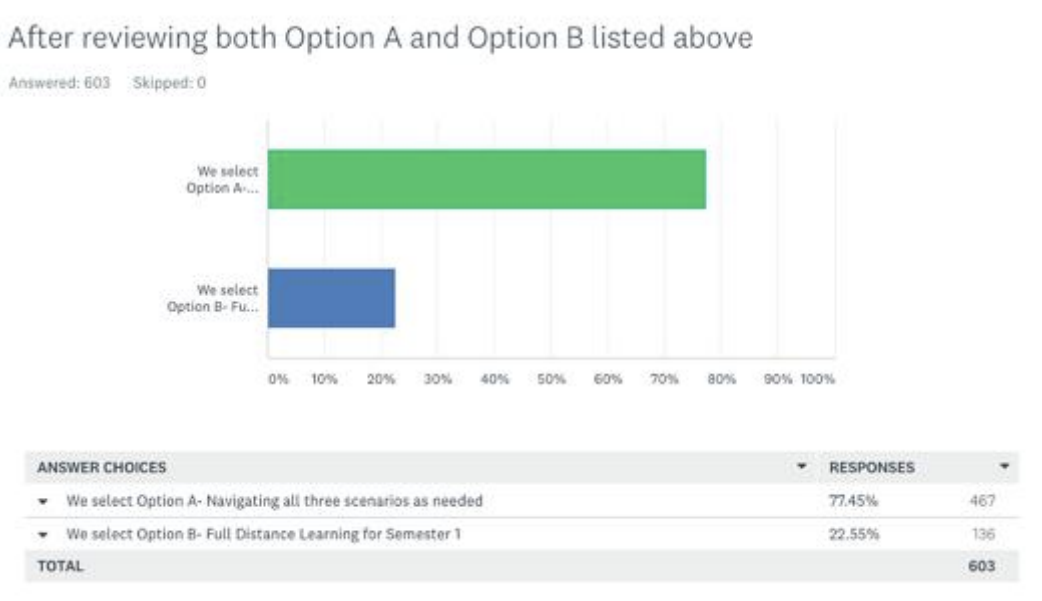


ANSWER CHOICES	RESPONSES	
We select Option A- Navigating all three scenarios as needed	78.82%	722
We select Option B- Full Distance Learning for Semester 1	21.18%	194
TOTAL		916

Stakeholder Data – Grades 7-12

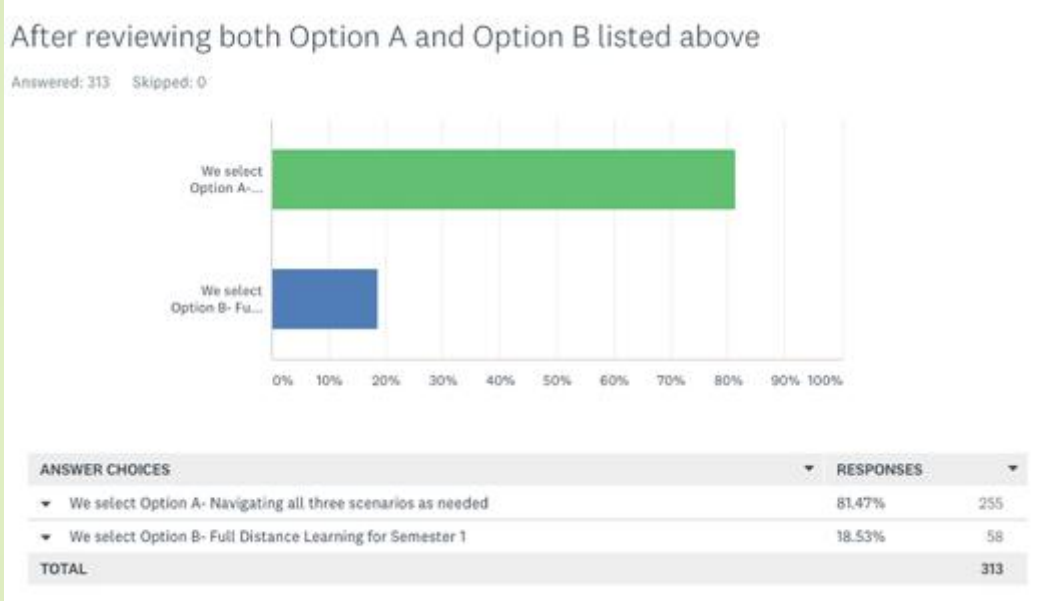
Data Gathered from Student/Parent Survey

Virginia 7-12



ANSWER CHOICES	RESPONSES	
We select Option A- Navigating all three scenarios as needed	77.45%	467
We select Option B- Full Distance Learning for Semester 1	22.55%	136
TOTAL		603

Eveleth-Gilbert 7-12



ANSWER CHOICES	RESPONSES	
We select Option A- Navigating all three scenarios as needed	81.47%	255
We select Option B- Full Distance Learning for Semester 1	18.53%	58
TOTAL		313

General Questions for Employees

1. **Do I have to return to work?**

   The short answer is yes, with some exceptions. We understand that this pandemic has had an emotional toll on all of us and some of our staff members have underlying health conditions or conditions that place them in a high risk category. The District will be working diligently to communicate how we will keep employees safe as we return to school in the fall. We want to work with our staff to meet their needs and address their concerns prior to returning to work.

   The Deb Wiirre in the Human Resources Department is here to answer all your questions, please do not hesitate to reach out to her at any time.

2. **How will immune-compromised staff be accommodated? If people have conditions on the CDC's list of higher risk factors are districts required to provide further accommodations?**

   Employees with underlying conditions will need to secure doctor's notes and consult with Deb Wiirre to determine the appropriate accommodations for their particular needs. Please remember, if the employee does not request a reasonable accommodation, the ADA does not mandate that the employer take action.

3. **The CDC now considers pregnancy a high-risk health concern. What options will staff who are pregnant have?**

   All staff with underlying health conditions must have a doctor's note confirming that their underlying health condition may interfere with their ability to complete the essential functions of their job. It will be important to consult with Deb Wiirre to determine what accommodations can be made. As a general rule, we cannot automatically exclude our pregnant employees. It is at the discretion of the employee to request accommodations.

4. **The CDC considers individuals age 65 and over at higher risk for COVID-19 and therefore has encouraged employers to offer maximum flexibilities to this group. Do employees age 65 and over have protections under the federal employment discrimination laws?**

   The Age Discrimination in Employment Act (ADEA) would prohibit a covered employer from involuntarily excluding an individual from the workplace based on his or her being 65 or older, even if the employer acted for benevolent reasons such as protecting the employee due to higher risk of severe illness from COVID-19.

   Unlike the ADA, the ADEA does not include a right to reasonable accommodation for older workers due to age. However, employers are free to provide flexibility to workers age 65 and older; the ADEA does not prohibit this, even if it results in younger workers ages 40-64 being treated less favorably based on age in comparison.

Workers age 65 and older also may have medical conditions that bring them under the protection of the ADA as individuals with disabilities. As such, they may request reasonable **accommodation for their disability** as opposed to their age.

Again, if you have concerns, please reach out to Deb Wiirre to determine the appropriate accommodations.

5. **What about someone who is a caregiver for a medically complex young child? My child qualifies under the guidance to stay home, but if I have to go into work daily I risk bringing it home to her, therefore not allowing me to fully protect my child. What options are there for people like myself who care for someone who falls into the vulnerable population?**

   In a situation like this, we may consider requests for accommodations. This will occur once we determine our delivery model for the start of school. If there are enough opportunities for working from home, staff will be placed accordingly.

   The ADA does not require that an employer accommodate an employee without a disability based on the disability-related needs of a family member or other person with whom she is associated. For example, an employee without a disability is not entitled under the ADA to telework as an accommodation in order to protect a family member with a disability from potential COVID-19 exposure. Of course, an employer is free to provide such flexibilities if it chooses to do so.

6. **What if a staff member lives with a family member with an underlying health condition?**

   Again, we want to support all employees and if this applies to you please reach out to Deb Wiirre to determine if any accommodations may be made. Please note that ADA states that a staff member may only request accommodations for their own individual needs.

7. **If an employee is immune compromised and chooses not to return, is their job still secure?**

   If the employee provides the necessary documentation from their doctor, a paid leave (based upon accrued leave amounts), an unpaid leave, or a combination of both may be requested for the 2020-2021 school year. An approved leave from work does hold that employee's position for the approved time period. All bargaining language addressing leaves of absences are applicable.

8. **Is any consideration made for staff who cannot limit exposure due to living with essential personnel, like law enforcement, medical, or grocery employees? What about students who live with essential personnel?**

   At this time accommodations are not available in these circumstances. If you have questions or concerns, please contact Deb Wiirre.

9. **When deciding which (if any) teachers qualify to teach remotely due to elevated risk, who determines the parameters of what counts as higher risk?**

   Such determinations will be made based upon doctor recommendations and availability of job positions that may be accomplished from home. We will make every effort to meet the needs

of our employees.

10. **Will non-tenured teachers qualify for health accommodations?**

    Yes, we value all employees and tenure status does not influence how we will work to accommodate employee needs.

11. **What accommodations will be made for staff and their families? For example, many staff members have children in other districts that may choose different models of school with split sessions or hybrid learning, how will that be handled?**

    The Families First Coronavirus Response Act may be utilized when your child's school or child care is closed.

    Families First Coronavirus Response Act (FFCRA) Leave Request

    In light of the recent information shared by the Governor, "Educators and school staff providing in-person instruction or caring for children of critical workers." will now qualify for Tier I child care." Additional information will be provided when the details are worked out.

12. **Will small children and babies be viewed as high risk and their parents considered for remote learning or accommodations?**

    In a situation like this, we may consider requests for accommodations. This will occur once we determine our delivery model for the start of school. If there are enough opportunities for working from home, staff will be placed accordingly.

    The ADA does not require that an employer accommodate an employee without a disability based on the disability-related needs of a family member or other person with whom she is associated. For example, an employee without a disability is not entitled under the ADA to telework as an accommodation in order to protect a family member with a disability from potential COVID-19 exposure. Of course, an employer is free to provide such flexibilities if it chooses to do so.

13. **How will parents that have taken FMLA this year for pregnancy be compensated for time off due to COVID?**

    Due to the complexity of this issue and each individual's unique circumstance it is best to reach out to Deb Wiirre to determine the best way to proceed through the FMLA process.

14. **If the virus is contracted at work, will we be able to claim Workers Compensation since it occurred in the workplace?**

    Yes, a claim may be filed under worker's compensation.

15. **How will staff be supported financially if they become permanently disabled by the virus contracted, possibly, at schools?**

    Worker's Compensation and Long Term Disability laws are in place to address those concerns.

16. **If an employee suffers long term effects after contracting COVID-19 at work, will the district guarantee that their health issues will be covered for the remainder of their employment?**

    If an employee suffers long term effects after contracting COVID-19 at work, Workers Compensation, Long Term Disability, and the district would work together to ensure our employees are taken care of.

17. **For employees returning from maternity leave or nursing mothers in general, how will they be provided with adequate (and legally required) time and space for pumping/a lactation room?**

    There are currently procedures in place to accommodate our employees with nursing needs. Please consult with your building principal.

Sick Leave

18. **Will there be a cap on sick day usage?**

No, there will be no cap placed on sick day usage for the 2020-2021 school year (as long as sick days are available in the employee's balance).

19. **Will disciplinary actions based on attendance be suspended during this time?**

Yes, we need staff to stay home if they are showing any of the following symptoms.

https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html

1. We will be monitoring attendance in an effort to support staff and to problem solve the lack of paid leave if necessary.

2. **Will the procedures for accessing my bargaining units sick leave bank change?**
   These procedures will be addressed in labor management meetings prior to school starting. Information will be shared when procedures are determined.

3. **What happens if I am out of accumulated leave?**
   Reach out to Deb Wiirre. There is the opportunity to borrow from your 2021-2022 accumulated leave banks.

Masks and Face Shields

https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/debunked-myths-about-face-masks

1. **Can staff who have breathing issues use face shields in place of masks?**

   Staff may use face shields without masks but they will need to maintain 6 feet of social distancing. Masks will be required for all other interactions. Please see Question 4 for further guidance or contact Deb Wiirre.

2. **What health concerns will allow staff to not wear a mask?**

   Those staff with doctor's notes for medical conditions, mental health conditions, or a disability that makes it unreasonable for the individual to maintain a face covering may be exempt from wearing a mask. Please contact Deb Wiirre if this applies to you as we will need to work out an alternative.

   Please note that staff will not be allowed into our buildings without pre-approved accommodations.

3. **What is the district standard as it relates to masks?**

   It is required by the State of Minnesota that masks are worn in public per **Executive Order 20-81**.

4. **Where do face shields fall into the standard and their use? Will some staff have them and others will not?**

   Face shields are an acceptable alternative to wearing a face covering when you can maintain at least 6-foot distancing, such as at the front of the classroom. When you are less than 6 feet, it is more beneficial and provides more protection to wear a face mask/covering. A face shield is also a good alternative to use when working with students who are deaf and hard of hearing.

   Employees will be provided with both masks and face shields.

5. **Will staff and/or students have the right to opt out of COVID-19 testing or temperature checks?**

   Employers are allowed to ask about coronavirus-related symptoms and to **take the temperatures of employees** under guidance from the Equal Employment Opportunity Commission (EEOC). The EEOC also permits employers to mandate that employees be **tested for the virus** before entering work under certain circumstances. Refusal to follow the safety procedures may restrict access to the building.

   An articulated process for screening employees will be shared soon.

6. **Will the COVID blood tests, nasal test, or mouth swab tests be offered in each building/district for students and staff needing quick and timely results?**

   At this time school districts are not offering the COVID tests on site. We have contacted our health insurance provider and if this becomes an available option we will provide testing on site.

   The Governor did share that all school staff will receive one free, at home, COVID test.

   The District will be offering more opportunities for the Flu Shot this year in an effort to protect our employees' immune systems.

7. **Will there be an aide on every bus to monitor distancing and mask use, since the bus driver will be focused on driving?**

Possibly, we are working on addressing this issue.

8. **If non-staff individuals enter the building (parents, coaches, substitutes, etc) will they be required to participate in contact tracing in the event of exposure?**

   Only staff will be allowed in our buildings in an effort to reduce the spread of germs and to limit contact tracing expectations. This is both a district preference and a recommendation by MDE.

9. **What is the policy for contact tracing?**

   The **MDH Decision Tree** is a live document that is updated to reflect the most up to date information and recommendations for decision making guidance.

10. **Will staff who exhibit symptoms and are out of work be required to show a negative COVID-19 test to return to work?**

    Yes, it will be required that staff being quarantined and/or returning must have a note from their doctor. Please contact Deb Wiirre if you have questions.

Substitutes

1. **How will schools get substitutes during this time when there is already a shortage?**

   The district will continue to use Teachers on Call and will rely on them to staff our substitute needs.

2. **Will substitute teachers receive training on all new protocols?**

   Yes, see above for full time substitutes and all other substitutes will have access to a virtual training session.

3. **How will it be handled when there are not enough subs to cover classes when teachers are out?**
   - The district has a long standing practice of paying teachers to provide classroom coverage during their prep time.
   - Teachers will be paid the daily substitute pay if they cover for another teacher.
   - Teachers not providing direct instruction to students may be asked to cover when teachers are out.

4. **Many substitutes work for multiple districts. How will districts know if substitutes have been in a "hot spot"?**

   Substitutes will need to follow the District established protocols for screening.

5. **If a teacher is required to quarantine, who will create the lesson plans?**
   Since quarantine may or may not actually involve being sick, those healthy teachers on quarantine may be expected to produce lesson plans, collaborate with their substitute and work remotely with their students.

   If the teacher is sick, the substitute teacher would utilize available lesson plans or work with

colleagues on the same or similar team to develop lesson plans.

6. **How will I be covered as a Paraprofessional, Secretary, or Custodian**
   Our goal will be to provide internal coverage to prevent cross contamination and to ensure staff is trained to accomplish the essential functions of the job. Standard substitute pools will be utilized when necessary.

Confidentiality

To whom will staff members have to disclose medical conditions that qualify them as high-risk? Will their information be kept confidential? What about disclosing the health concerns of family members who are high risk?

Please be cautious when sharing your personal information as it relates to underlying health conditions and cases of COVID. This information is protected by HIPPA and while accommodations will be shared with those on a need to know basis, the only people having intimate knowledge of underlying health factors should be your Human Resources staff. All information is kept confidential in the Human Resources department and cannot be accessed by others within our school community.

Quarantine/Self-Isolation

1. **If a student I am in contact with, tests positive, will I need to quarantine? If so, do I lose 14 sick days? What if a staff member has to quarantine multiple times in a school year?**

   Yes, you would be placed in quarantine for at least 14 calendar days. Remember MDH makes this decision. During that time, you will be paid and there will be no deduction to your accumulated leave up to 2 weeks or 80 hours. Salaried staff may be asked to continue working from home during quarantine periods. Again, Deb Wiirre will assist you throughout this process.

2. **If a staff member's child needs to quarantine will the educator parent be required to use their sick days?**

   Under the Families First Coronavirus Response Act, if eligible, staff members needing to care for a child will be paid ⅔ (up to $200 daily), with an option to use ⅓ of accumulated leave for up to two weeks (80 hours, or a part-time employee's two-week equivalent) as long as they provide the necessary documentation and complete the District's **Families First Coronavirus Response Act (FFCRA) Leave Request**. After the two week period accumulated leave may be used or an unpaid leave may be requested.

3. **What will the professional expectations be for staff while they are on a 14-day quarantine period?**

   Salaried staff may be asked to work from home. Work expectations from home will be defined at a later date. Hourly or non-exempt staff may not have work from home expectations.

4. **Will there be options available if someone lives with a compromised family member and is forced to quarantine?**

Yes, the Families First Coronavirus Response Act addresses situations like this. Please complete the **Families First Coronavirus Response Act (FFCRA) Leave Request** if this applies to you.

5. **If a staff member who has secondary employment that does not interfere contractually with employment in school had to quarantine due to coming into contact with a student would the district reimburse that employee for loss of wages from the secondary job? If that employee had to quarantine due to contact from a secondary employer, would they have to use accumulated leave or will there be some kind of allotted time separate from accumulated leave days for instances such as this?**

   No, the District would not have any obligation to cover the wages lost from secondary employment if a ISD 2909 employee must quarantine due to exposure.

   If an employee was exposed outside their employment with Rock Ridge Public Schools, an employee would still need to report this exposure and could utilize the two weeks of paid quarantine through the FFCRA.

6. **What if staff members have to self-isolate more than once due to exposure from a COVID positive student?**

   We anticipate that this may happen. As per FFCRA, the law mandates a maximum of two weeks be paid to employees on quarantine. If you need to exceed two weeks, please contact Deb Wiirre. This law is currently in place through December 31, 2020.

7. **If a staff member does not have enough accumulated sick leave to cover a mandatory quarantine will their pay be docked?**

   There will be the opportunity to borrow against 2021-2022 accumulated leave distributions or employees paid under a salary contract may choose to utilize unpaid days that may be spread out over the 2020-2021 school year. (A smaller reduction in pay over the remainder of the fiscal year vs. one significantly smaller paycheck.)

8. **The document from the state lists symptoms which would cause students or staff to stay home. What about students and teachers with chronic conditions that also have those same symptoms? Would staff be required to use sick days for things like allergies, migraines, muscle aches... all of which can be from non- COVID health issues, but which are also symptoms of COVID?**

   Yes, sick leave should be utilized as outlined in your union agreement.

9. **Who will have to quarantine if a child in one school gets COVID, and they are in contact with an itinerant teacher who goes to multiple buildings each week and teaches every child in that building?**

   MDH will provide guidance in all quarantine matters. We will be working to place staff in one building while providing distance learning (zoom) support to their other assigned building. Impacted staff will be contacted with the specifics.

10. **What if a student in your child's class tests positive?**

The Families First Coronavirus Act covers employees when they need to take care of their children in quarantine.

Liability Issues

1. **If an employee or their family members gets COVID after returning to work but had requested to work remotely and was denied can the district be sued for liability?**

   The employee would have to prove that the virus was contracted while at work and/or that their employer was negligent in providing a safe work environment. The District must follow proper procedures and secure the necessary documentation to allow employees the opportunity to work from home. A request to work from home isn't enough to warrant that accommodation.

2. **Will staff need to sign a waiver to work?**

   No, requiring employees who are returning to work to sign COVID-19 waivers is problematic in several respects. First, state workers' compensation statutes are normally an employee's exclusive remedy against an employer for injuries and occupational diseases arising in the course and scope of employment. Employees are not permitted to prospectively waive their rights under state workers' compensation laws. Consequently, a return-to-work waiver seeking to limit liability related to an employee contracting COVID-19 in the workplace would not be enforceable under workers' compensation laws.

3. **Will students sign a waiver protecting staff in the event a student gets sick while in their class?**

   No, see above.

Miscellaneous

1. **If an employee is worried about returning to school and is thinking about retiring will there be packages offered?**

   The District will not be offering special retirement packages; however, if an employee qualifies for retirement but missed the February 1 deadline we will accept such requests until August 2020. Please contact Deb Wiirre regarding eligibility questions.

2. **What are the parameters of staff working together in the same space when it comes to PLC and other meetings? Are there days this would be better than others?**

   Expectations regarding working together on or off site will be determined based upon the instructional model selected. All expectations around social distancing and the utilization of PPE is required.

3. **Can full staff meetings be held in person in areas where room capacity would support that total number, such as gyms, media centers, or cafeterias?**

   While we prefer that staff meetings continue via Zoom we understand the need for in person staff meetings once school starts. When utilizing in person staff meetings all social distancing and PPE expectations must be met.

4. **Will there be specialized training for staff to prepare before the first day of school for all these changes?**
   We believe so. District and building communications will address this issue.

5. **Many staff travel between schools. How will this be handled?**
   The District will be working with staff that travel to address this on a case-by-case basis. If you do not hear from your building principal prior to the beginning of the school year, please reach out to your building principal.

Screening

All employees will be required to complete screening prior to coming to work every day. This process must be done at home prior to coming to school/work. The process may be completed on your phone, and it will provide prompts for you to follow based upon your entered information. We are doing this in an effort to collect COVID cases and symptoms and to provide the most direct support to employees. We are working on implementation right now and will have specific directions when we return to school in the fall.

Upon entry into the building, your temperature may be scanned. You will be expected to have all necessary PPE in place, and you must wash your hands immediately.

Accommodations

The Governor's executive order states the following:

"Consistent with labor agreements, districts and charter schools must utilize available staff who are able to work during the 2020-21 school year. Districts and charter schools must also provide accommodations to staff as required by applicable laws and must allow school staff whose health is at risk or who have members of their household whose health is at risk to work from home to the extent possible."

At this time, we will continue to follow ADA guidelines and work with our employees with underlying health conditions and in at-risk categories to request accommodations.

As you know, there are still many unanswered questions in regards to the start of the school year but in an effort to begin preparations, please submit your doctor's notes, along with your request for accommodations to Deb Wiirre. This will allow us to determine the best ways in which to move forward.

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 101
Orig. 1995
Rev. 2004

101 LEGAL STATUS OF THE SCHOOL DISTRICT

I. PURPOSE

A primary principle of this nation is that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.

B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.

C. The school district has only the powers conferred on it by the legislature; however, the school board's authority to govern, manage, and control the school district, to carry out its duties and responsibilities, and to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

III. RELATIONSHIP TO OTHER ENTITIES

A. The school district is a separate legal entity.

B. The school district is coordinate with and not subordinate to the county(ies) in which it is situated.

C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

A. Funds

1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools and authority to manage and expend such funds, subject to applicable law.

2. The school district has wide discretion over the expenditure of funds under

its control for public purposes, subject to the limitations provided by law.

3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.

2. The school district may issue bonds in accordance with the provisions of Minn. Stat. Ch. 475, or other applicable law.

3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.

2. The school district shall manage its property in a manner consistent with the educational functions of the district.

3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.

4. School district officials hold school property as trustees for the use and benefit of students, taxpayers, and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.

2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minn. Stat. § 465.71 or other applicable law.

3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.

4. The school district has authority to enter into employment contracts. As a

public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The school district, through its school board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.

2. The school district shall establish and apply the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued.

Legal References:
Minn. Const. art. 13, § 1
Minn. Stat. Ch. 123B (School Districts, Powers and Duties)
Minn. Stat. Ch. 179A (Public Employment Labor Relations)
Minn. Stat. § 465.035 (Conveyance or Lease of Land)
Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.6175; 471.64 (Rights, Powers, Duties of Political Subdivisions)
Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)
Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)
Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)
Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)
State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References:
MSBA/MASA Model Policy 201 (Legal Status of School Board)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 705 (Investments)
MSBA/MASA Model Policy 706 (Acceptance of Gifts)
MSBA/MASA Model Policy 801 (Equal Access to School Facilities)
MSBA Service Manual, Chapter 3, Employee Negotiations
MSBA Service Manual, Chapter 13, School Law Bulletin "F" (Contract and Bidding Procedures)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 101.1
Orig. 1998
Rev. 1999

101.1 NAME OF THE SCHOOL DISTRICT

I. PURPOSE

The purpose of this policy is to clarify the name of the school district.

II. GENERAL STATEMENT OF POLICY

Pursuant to statute, the official name of the school district is Independent School District No. _____ . However, the school district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school district letterheads, signage, publications and other materials, the school board intends to establish a uniform name for the school district.

III. UNIFORM NAME

A. The name of the school district shall be _____(insert name)_____.

(Examples include: Benson; Triton; Cass Lake-Bena; North Saint Paul-Maplewood-Oakdale: White Bear Lake Area Schools; Prior Lake/Savage Area Schools; West St. Paul-Mendota Heights-Eagan Area Schools; Northfield Public Schools; New Prague Community Schools; Stillwater Area Public Schools; Southwest Star Concept Schools; Jackson County Central School District.)

B. The name specified above may be used to refer to the school district and may be shown on school district letterheads, signage, publications and other materials.

C. In official communications and on school district ballots, the school district shall be referred to as Independent School District No. ____ (_____name_____), but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document.

Legal References: Minn. Stat. § 123A.55 (Classes, Number)

Cross References:

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 103
Orig. 1995
Rev. 2005

103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.

B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or followup procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or followup relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.

C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or followup, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) or other law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
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 514 (Bullying Prohibition)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted:_____ *MSBA/MASA Model Policy 104*
Orig. 1997
Revised:_____ *Rev. 2004*

104 SCHOOL DISTRICT MISSION STATEMENT

I. PURPOSE

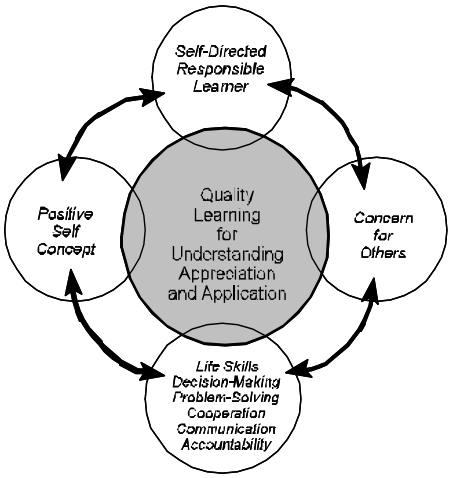
The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. MISSION STATEMENT

EXAMPLE (*Note: the actual mission statement developed by the school board should be inserted here.)*



(example courtesy of Hermantown School District)

IV. REVIEW

The school board will review the school district's mission every two years, especially when members of the board change. The school board will conduct a comprehensive

review of the mission, including the beliefs and values of the community, every five to seven years.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)
Minn. Rule Parts 3501.0010-3501.0180
Minn. Rule Parts 3501.0200-3501.0270

Cross References:

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 201
Orig. 1995
Rev. 2009

201 LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

The care, management, and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties, and powers of the school board in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.

B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

"School board" means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

A. The membership of the school board consists of six elected directors, or seven if the school board has submitted the question to the electors and a majority have approved a seven-member school board. The term of office is four years.

[Note: This number may be different for combining or consolidating school boards that are in a transition period.]

B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.

C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.

B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.

C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.

D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.

E. The school board, among other duties, shall perform the following in accordance with applicable law:

1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;

2. conduct the business of the schools and pay indebtedness and proper expenses;

3. employ and contract with necessary qualified teachers and discharge the same for cause;

4. provide services to promote the health of its pupils;

5. provide school buildings and erect needed buildings;

6. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;

7. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;

8. employ and discharge necessary employees and contract for other services;

9. provide for transportation of pupils to and from school, as governed by statute; and

10. procure insurance against liability of the school district, its officers, and employees.

F. The school board, at its discretion, may perform the following:

1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;

2. furnish school lunches for pupils and teachers on such terms as the school board determines;

3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;

4. lease rooms or buildings for school purposes;

5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;

6. authorize cocurricular and extracurricular activities;

7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and

8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References: Minn. Stat. § 123A.22 (Cooperative Centers)
Minn. Stat. § 123B.02 (General Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.14 (School District Officers)
Minn. Stat. § 123B.23 (Liability Insurance)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)
Minn. Stat. § 123B.85 (Definition)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 203 (Operation of the School Board - Governing Rules)
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

202 SCHOOL BOARD OFFICERS

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

II. GENERAL STATEMENT OF POLICY

A. The school board shall meet annually and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. At its option, the school board may appoint a vice-chair to serve in the temporary absence of the chair.

B. The school board shall appoint a superintendent who shall be an ex officio, nonvoting member of the school board.

III. ORGANIZATION

The school board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. These officers shall hold office for one year and until their successors are elected and qualify.

A. The persons who perform the duties of clerk and treasurer need not be members of the school board.

B. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.

[Note: The organizational meeting is a good time for the school board to plan for how to cancel and reschedule a board meeting. For example, the school board could decide and include in the regular meeting schedule a provision that if the school district closes early due to bad weather and calls off evening activities, any school board meeting scheduled for that evening will also be postponed and held at the same time and place the following evening.

The organizational meeting is also a good time for the school board to select the school district's legal counsel and the individuals authorized to contact legal counsel. Usually, the authorized contacts are the board chair, the superintendent, and the chief

business official of the school district. In addition, many school districts authorize their human resources director, or a person exercising similar duties, to contact legal counsel.]

IV. OFFICER'S RESPONSIBILITIES

A. Chair

1. The chair when present shall preside at all meetings of the school board, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions, and perform all duties a chair usually performs.

2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

B. Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.

2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.

3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minn. Stat. § 123B.12.

C. Clerk

1. The clerk shall keep a record of all meetings in the books provided.

2. Within three days after an election, the clerk shall notify all persons elected of their election.

3. On or before September 15 of each year, the clerk shall:

   a. file with the school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.

   b. make and transmit to the commissioner certified reports, showing:

      (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;

(2) length of school term and enrollment and attendance by grades; and

(3) other items of information as called for by the commissioner.

4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.

5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes.

6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.

7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

D. Vice-Chair [Optional]

The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.

2. The superintendent shall perform the following:

a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;

b. recommend to the school board employment and dismissal of teachers;

c. annually evaluate each school principal assigned responsibility for supervising a school building within the district;

d. superintend school grading practices and examinations for promotions;

e. make reports required by the commissioner; and

f. perform other duties prescribed by the school board.

Legal References: Minn. Stat. § 123B.12 (Finance)
Minn. Stat. § 123B.14 (Officers)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 126C.17 (Referendum Revenue)
Minn. Stat. Ch. 205A (School District Elections)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 201 (Legal Status of the School Board)
MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 203
Orig. 1995
Rev. 2009

203 OPERATION OF THE SCHOOL BOARD – GOVERNING RULES

I. PURPOSE

The purpose of this policy is to provide governing rules for the conduct of meetings of the school board.

II. GENERAL STATEMENT OF POLICY

An orderly school board meeting allows school board members to participate in discussion and decision of school district issues. Rules of order allow school board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

III. RULES OF ORDER

Rules of order for school board meetings shall be as follows:

A. Minnesota statutes where specified;

B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and

C. *Robert's Rules of Order, Revised* (latest edition) where not inconsistent with A. and B., above.

[Note: The editions of Robert's Rules of Order differ, so specifying the edition used is important.]

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 123B.09, Subds. 6, 7, and 10 (School Board Matters)
Minn. Stat. § 123B.14 (Officers)

Cross References:

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 203.1
Orig. 1997
Rev. 1999

203.1 SCHOOL BOARD PROCEDURES; RULES OF ORDER

I. PURPOSE

The purpose of this policy is to provide specific rules of order to conduct meetings of the school board.

II. GENERAL STATEMENT OF POLICY

To ensure that school board meetings are conducted in an orderly fashion, the school board will follow rules of order which will allow the school board:

A. To establish guidelines by which the business of the school board can be conducted in a regular and internally consistent manner;

B. To organize the meetings so all necessary matters can be brought to the school board and decisions of the school board can be made in an orderly and reasonable manner;

C. To insure that members of the school board have the necessary information to make decisions on substantive issues and to insure adequate discussion of decisions to be made; and

D. To insure that meetings and actions of the school board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. RULES OF ORDER

A. School board members need not rise to gain the recognition of the chair.

B. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.

C. All motions that require a second shall receive a second prior to opening the issue for discussion of the school board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.

D. The chair shall decide the order in which school board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member shall only speak to an issue after the member is recognized by the chair.

E. The chair shall rule on all questions relating to motions and points of order brought before the school board.

F. A ruling by the chair is subject to appeal to the full school board pursuant to Robert's Rules of Order.

G. The school board shall have authority to recognize any member of the audience regarding a request to be heard at the school board meeting. Members of the public who wish to be heard shall follow school board procedures.

H. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.

I. The chair shall repeat a motion or the substance of a motion prior to the vote. The chair shall call for an affirmative and a negative vote on all motions.

J. The order in which names will be called for roll call votes will be determined by the school board.

[Note: The school board may choose to include in the policy a method of calling the roll.]

K. The chair has the same right and responsibility as each school board member to vote on all issues.

L. The chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.

M. A majority of the voting members of the school board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally any action taken in the absence of a quorum is null and void. The only legal actions the school board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

[Note: In addition, school boards may have other rules or local customs they wish to incorporate to reflect their normal processes and procedures.]

Legal References: Minn. Stat. § 13D.01, Subd. 4 (Open Meeting Law)
Minn. Stat. § 122A.40 (Employment Contracts, Termination)
Minn. Stat. § 123B.09, Subds. 6 and 7 (School Board Powers)

Minn. Stat. § 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)
Minn. Stat. § 331A.01, Subd. 6 (Newspapers; Definitions)
Minn. Stat. § 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)
Minn. Stat. § 471.88 (Exceptions)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 207 (Public Hearings)

203.2 ORDER OF THE REGULAR SCHOOL BOARD MEETING

I. PURPOSE

The purpose of this policy is to ensure consistency in the order of business at regular school board meetings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to consider matters that come before it in a consistent and orderly manner.

III. ORDER

A. The school board shall conduct an orderly school board meeting. The school board will, at all regular school board meetings, follow an agenda order similar to:

1. Call to order.
2. Approval of agenda.
3. Recognition of visitors.
4. Approval of prior meeting minutes.
5. Consent agenda.
6. Presentation of additional bills for payment.
7. Reports.
8. Written communications.
9. Superintendent's announcements.
10. Other old or unfinished business.
11. New business.
12. Adjournment.

[Note: The school board should incorporate its preferred order of business into this

policy.]

B. Items in this order may be considered as part of a consent agenda.

C. The school board may depart from the order of business with the consent of the majority of members present.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
MSBA/MASA Model Policy 203.6 (Consent Agendas)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 203.5
Orig. 1997
Rev. 2012

203.5 SCHOOL BOARD MEETING AGENDA

I. PURPOSE

The purpose of this policy is to provide procedures for the preparation of the school board meeting agenda to ensure that the school board can accomplish its business as efficiently and expeditiously as possible.

II. GENERAL STATEMENT OF POLICY

The policy of the school board is that school board meetings shall be conducted in a manner to allow the school board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon.

III. PROCEDURES

A. While all school board members may provide input, it shall be the responsibility of the school board chair and superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each school board meeting.

B. Persons wishing to place an item on the agenda must make a request to the school board chair or superintendent in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and superintendent shall determine whether to place the matter on the tentative agenda.

[Note: The Commissioner of Administration has issued an opinion that a government entity is limited to acting only on those matters specifically included in the notice of a special meeting.]

C. The tentative agenda and supporting documents shall be sent to the school board members _____ (___) days prior to the scheduled school board meeting.

D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.

E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all

members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

Legal References: Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)
Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)
MSBA/MASA Model Policy 203.6 (Consent Agendas)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 207 (Public Hearings)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 203.6
Orig. 1997
Rev. 1999

203.6 CONSENT AGENDAS

I. PURPOSE

The purpose of this policy is to allow the use of a consent agenda.

II. GENERAL STATEMENT OF POLICY

In order for a more efficient administration of school board meetings, the school board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

III. CONSENT AGENDAS

A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the school board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.

B. Consent items are those which usually do not require discussion or explanation prior to school board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school district buildings and grounds or approval of various schedules.

C. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.

D. Consent agenda items are approved en masse by one vote of the school board. The consent agenda items shall be separately recorded in the minutes.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)

Cross References: MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)

204 SCHOOL BOARD MEETING MINUTES

[Note: The provisions of this policy are required by statute.]

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.

2. Recordings of closed meetings shall be preserved by the school district for the following time periods:

   a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.

b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.

c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.

d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.

e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.

3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:

a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.

b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.

c. Recordings of any other closed meetings shall be classified and/or released as required by court order.

4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.

5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:

a. The date of the closed meeting;

b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational

data, etc.); and

c. The classification of the data.

6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.

B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.

C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

Legal References: Minn. Stat. § 13D.01, Subds. 4-6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 10 (Publishing Proceedings)
Minn. Stat. § 123B.14, Subd. 7 (Record of Meetings)
Minn. Stat. § 331A.01 (Definition)
Minn. Stat. § 331A.05, Subd. 8 (Notice Regarding Published Summaries)
Minn. Stat. § 331A.08, Subd. 3 (Publication of Proceedings)
Op. Atty. Gen. 161-a-20, December 17, 1970

Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)

Cross References: MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 205
Orig. 1995
Rev. 2017

205 OPEN MEETINGS AND CLOSED MEETINGS

[Note: The provisions of this policy accurately reflect the Open Meeting Law statute and are not discretionary in nature.]

I. PURPOSE

A. The school board embraces the philosophy of openness in the conduct of its business, in the belief that openness produces better programs, more efficiency in administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.

B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting the individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

A. Except as otherwise expressly provided by statute, all meetings of the school board, including executive sessions, shall be open to the public.

B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum or more members of the school board, or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting Law, social media does not include e-mail.

IV. PROCEDURES

A. <u>Meetings</u>

1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at its primary offices. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its schedule, it shall give the same notice of the meeting as for a special meeting.

2. Special Meetings

a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.

b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings.

c. This notice shall be posted and mailed or delivered at least three days before the date of the meeting. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.

d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.

e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than 60 days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

a. An emergency meeting is a special meeting called because of circumstances that, in the judgment of the school board, require immediate consideration.

[Note: While the statute leaves the question to the board of whether the

circumstances require immediate consideration at an emergency meeting, the advisory opinions of the Commissioner of Administration would limit such meetings to responding to natural disasters or health epidemics caused by an event such as an accident or terrorist attack.]

b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.

c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.

d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the school board.

e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.

f. Notice shall include the subject of the meeting.

g. Posted or published notice of an emergency meeting shall not be required.

h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least 24 hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

7. Health Pandemic or Declared Emergency

In the event of a health pandemic or an emergency declared under Minn. Stat. Ch. 12, a meeting may be conducted by telephone or other electronic means in compliance with Minn. Stat. § 13D.021.

8. Meetings Conducted by Interactive Technology

A meeting may be conducted by interactive technology, Skype, or other similar electronic means in compliance with Minn. Stat. § 13D.02.

B. Votes

The votes of school board members shall be recorded in a journal kept for that purpose, and the journal shall be available to the public during all normal business hours at the administrative offices of the school district.

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items prepared or distributed by the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.

2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Data

1. Meetings may not be closed merely because the data to be discussed are not public data.

2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations Strategy

a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor

negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals.

b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation sessions, and hearings between the school board and its employees or their respective representatives are public meetings. These meetings may be closed only by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods is prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of Charges

The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, i.e., regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

a. A hearing on the dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.

b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent or guardian requests an open hearing.

c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

a. If the school board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within 14 days of that decision.

b. If the coach requests the reasons for the nonrenewal, the school board must give the coach the reasons in writing within 10 days of receiving the request.

c. On the request of the coach, the school board must provide the coach with a reasonable opportunity to respond to the reasons at a school board meeting.

d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. § 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.

e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

Any portion of a meeting must be closed if the following types of data are discussed:

a. data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;

b. active investigative data collected or created by a law enforcement agency;

c. educational data, health data, medical data, welfare data, or mental health data that are not public data; or

d. an individual's personal medical records.

e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

a. The school board may close a meeting:

(1) to determine the asking price for real or personal property to be sold by the school district;

(2) to review confidential or nonpublic appraisal data; and

(3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.

b. Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.

c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been

purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.

d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

10. Security Matters

a. The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.

b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.

c. Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.

d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)
Minn. Rules Part 5510.2810 (Bureau of Mediation Services)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied*. (Minn. 1993)
Dept. of Admin. Advisory Op. No. 19-008 (May 22, 2019)
Dept. of Admin. Advisory Op. No. 19-006 (April 9, 2019)
Dept. of Admin. Advisory Op. No. 18-019 (December 28, 2018)
Dept. of Admin. Advisory Op. No. 17-005 (June 22, 2017)
Dept. of Admin. Advisory Op. No. 13-009 (March 19, 2013)
Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)
Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References: MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 206
Orig. 1995
Rev. 2017

206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.

B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school board is to encourage discussion by persons of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.

B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

III. DEFINITIONS

A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.

B. Personnel data on current and former employees that is "public" includes:

Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary

action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than $10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

D. "Educational data" means data maintained by the school district which relates to a student.

E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.

F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An

appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

IV. RIGHTS TO PRIVACY

A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);

2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);

3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);

4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.

B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);

2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);

3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

VI. PROCEDURES

A. Agenda Items

1. Persons who wish to have a subject discussed at a public school board

meeting are encouraged to notify the superintendent's office in advance of the school board meeting. The person should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed.

2. Persons who wish to address the school board on a particular subject should identify the subject and identify agenda item(s) to which their comments pertain.

3. The school board chair will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.

4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.

5. Matters proposed for placement on the agenda which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.

6. The school board chair shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.

7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.

8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

B. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.

2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.

3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.

4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

C. Open Forum

The school board shall normally provide a specified period of time when persons may address the school board on any topic, subject to the limitations of this policy. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.

D. No Board Action at Same Meeting

Except as determined by the school board to be necessary or in an emergency, the school board will not take action at the same meeting on an item raised for the first time by the public.

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)

B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)

C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 122A.44 (Contracting with Teachers)
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
Minn. Stat. § 123B.143, Subd. 2 (Disclose Past Buyouts or Contract is Void)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References: MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 207
Orig. 1995
Rev. 2009

207 PUBLIC HEARINGS

I. PURPOSE

The school board recognizes the importance of obtaining public input on matters properly before the school board. The purpose of this policy is to establish procedures to efficiently receive public input.

II. GENERAL STATEMENT OF POLICY

In order for the school board to efficiently receive public input on matters properly before the school board, the procedures set forth in this policy are established by the school board.

III. PROCEDURES

A. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minn. Stat. § 123B.51), education district establishment (Minn. Stat. § 123A.15), and agreements for secondary education (Minn. Stat. § 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the discretion of the school board.

B. Notice of Public Hearings

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.

C. Public Participation

The school board retains the right to require that those in attendance at a public hearing indicate their desire to address the school board and complete and file with the clerk of the school board an appropriate request card prior to the commencement of the hearing if the school board utilizes this procedure. In that case, any request to address the school board after the commencement of the hearing will be granted only at the discretion of the school board.

1. Format of Request: If required by the school board, a written request of

an individual or a group to address the school board shall contain the name and address of the person or group seeking to address the school board. It shall also contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.

2. Time Limitation: The school board retains the discretion to limit the time for each presentation as needs dictate.

3. Groups: The school board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. In the event that the school board requires the designation of a representative or spokesperson, no other person in the group will be recognized to address the school board, except as otherwise determined by the school board.

4. Privilege to Speak: A school board member should direct any remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.

5. Personal Attacks: Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.

6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

Legal References: Minn. Stat. § 123A.15 (Education District Establishment)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123B.51 (School Closings)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 208
Orig. 1995
Rev. 2015

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

[Note: The provisions of this policy are recommendations. The procedures for policy development, adoption, and implementation are not specifically provided by statute.]

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to continue to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.

B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION OF POLICY

A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.

B. The final action taken to adopt the proposed policy shall be approved by a simple

majority vote of the school board at a subsequent meeting after the meetings at which public input was received. The policy will be effective on the later of the date of passage or the date stated in the motion.

C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.

D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF POLICY

A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.

[Note: These policies are found in the 200 Series of the MSBA/MASA Policy Reference Manual.]

B. Each school board member shall have access to this policy manual, and a copy shall be placed in the office of each school attendance center. Manuals shall be available in the central office and made available for reference purposes to other interested persons.

C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy manuals current.

D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 410 Family and Medical Leave Policy; 413 Harassment and Violence; 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 Mandated Reporting of Maltreatment of Vulnerable Adults; 506 Student Discipline; 514 Bullying Prohibition Policy; 522 Student Sex Nondiscrimination; 524 Internet Acceptable Use and Safety Policy; 616 School District System Accountability; and 806 Crisis Management Policy.

E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

210 CONFLICT OF INTEREST – SCHOOL BOARD MEMBERS

[Note: The provisions of this policy substantially reflect legal requirements.]

I. PURPOSE

The purpose of this policy is to observe state statutes regarding conflicts of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS

A. A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.

B. In the following circumstances, however, the school board may as an exception, by unanimous vote, contract for goods or services with a school board member of the school district:

1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minn. Stat. Ch. 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the minutes of the school board. Disclosure must be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and must only be made once;

2. The designation of an official newspaper, or publication of official matters therein, in which the school board member is interested when it is the only

newspaper complying with statutory requirements relating to the designation or publication;

3. A contract with a cooperative association of which the school board member is a shareholder or stockholder but not an officer or manager;

4. A contract for which competitive bids are not required by law. A contract made under this exception will be void unless the following procedures are observed:

   a. The school board must authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.

   b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.

   c. Before a claim is paid, the interested school board member must file with the clerk of the school board an affidavit stating:

      (1) The name of the school board member and the office held;

      (2) An itemization of the goods or services furnished;

      (3) The contract price;

      (4) The reasonable value;

      (5) The interest of the school board member in the contract; and

      (6) That to the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.

5. A school board member may contract with the school district to provide construction materials or services, or both, when the sealed bid process is used. When the contract comes before the school board for consideration, the interested school board member may not vote on the contract. (*Note: This section applies only where the school district has a population of 1,000 or less according to the last federal census*.)

6. A school board member may rent space in a public facility at a rate

commensurate with that paid by other members of the public.

C. In the following circumstances, the school board may as an exception, by majority vote at a meeting where all school board members are present, contract for services with a school board member of the school district: A school board member may be newly employed or may continue to be employed by the school district as an employee where there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed $8,000 in that fiscal year. If the school board member does not receive majority approval to be initially employed or to continue in employment at a meeting where all school board members are present, that employment must be immediately terminated and that school board member will have no further rights to employment while serving as a school board member in the school district.

D. The school board may contract with a class of school district employees, such as teachers or custodians, where the spouse of a school board member is a member of the class of employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. In order for the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting where the contract is approved.

IV. LIMITATIONS ON RELATED EMPLOYEES

A. The school board can hire or dismiss teachers only at duly called meetings. Where a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.

B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full school board.

V. CONFLICTS PRIOR TO TAKING OFFICE

A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.

Legal References:
Minn. Stat. § 122A.40, Subd. 3 (Teacher Hiring, Dismissal)
Minn. Stat. § 123B.195 (Board Member's Right to Employment)
Minn. Stat. § 471.87 (Public Officers; Interest in Contract; Penalty)
Minn. Stat. § 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)
Minn. Stat. § 471.89 (Contract, When Void)
Op. Atty. Gen. 437-A-4, March 15, 1935
Op. Atty. Gen. 90-C-5, July 30, 1940
Op. Atty. Gen. 90-A, August 14, 1957

Cross References:
MSBA/MASA Model Policy 101 (Legal Status of the School Board)
MSBA/MASA Model Policy 209 (Code of Ethics)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 211
Orig. 1995
Rev. 2006

211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT

I. PURPOSE

The purpose of this policy is to provide guidance as to the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a school board member, school district employee, or student.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that, when civil or criminal actions are pending against a school board member, school district employee, or student, the school district may be requested or required to take action.

B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.

C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreements and school district policies may also apply.

III. CIVIL ACTIONS

A. Pursuant to Minn. Stat. § 466.07, Subd. 1, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that he or she was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.

B. Pursuant to Minn. Stat. §123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district shall provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.

C. Data Practices

Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, he or she is to inform the building administrator or designated supervisor, who shall immediately inform the superintendent or designee. No school board member or employee may release data without consultation in advance with the school district official who is designated as the authority responsible for the collection, use, and dissemination of data.

D. Service of Subpoenas

The policy of the school district is that its officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

IV. CRIMINAL CHARGES OR CONDUCT

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.

2. If the school district receives information relating to activities of a criminal nature by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes, and provisions of applicable collective bargaining agreements.

3. Pursuant to Minn. Stat. § 123B.02, Subd. 20, if reimbursement for a criminal defense is requested by a school district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision as to whether to reimburse shall be made in the discretion of the school board. A school board member who is a witness or an alleged victim in the case may not

vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students

The school district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. In order to further that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless there are extenuating circumstances or the matter being investigated is school-related, or as otherwise provided by law.

2. If such questioning at school is unavoidable, the school district will attempt to maintain confidentiality, to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minn. Stat. § 626.556, Subd. 10), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) and 20 U.S.C. § 1232g (FERPA).

V. STATEMENTS WHEN LITIGATION IS PENDING

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, school board members or school district employees shall make or release statements in that situation only in consultation with legal counsel.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel, Reimbursement)

Minn. Stat. § 123B.25(b) (Actions Against Teachers)
Minn. Stat. § 466.07, Subd. 1 (Indemnification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 1983 (Civil Action for Deprivating Rights)
Minn. Op. Atty. Gen. 169 (Mar. 7, 1963)
Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)
Dypress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983)
Wood v. Strickland, 420 U.S. 308, 95 S.Ct. 992, 43 L.Ed.2d 214 (1975)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 408 (Subpoena of a School District Employee)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 212
Orig. 1995
Rev. 2005

212 SCHOOL BOARD MEMBER DEVELOPMENT

I. PURPOSE

In recognition of the need for continuing inservice training and development for its members, the purpose of this policy is to encourage the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities.

II. GENERAL STATEMENT OF POLICY

A. New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). School board members shall receive training in school finance and management developed in consultation with MSBA.

B. All school board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups.

C. School board members are expected to report back to the school board with materials of interest gathered at the various meetings and workshops.

D. The school board will reimburse the necessary expenses of all school board members who attend meetings and conventions pertaining to school activities and the objectives of the school board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)

Cross References: MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 213
Orig. 1996
Rev. 2007

213 SCHOOL BOARD COMMITTEES

[Note: Many school boards utilize either standing or ad hoc committees, or both. On the other hand, some school boards avoid the use of committees for the most part because of the danger of fragmentation of the governance process. The objective of this policy is to provide a framework for those school boards which elect to utilize committees or subcommittees. Further, this policy is designed to apply only to committees or subcommittees made up of elected school board members. Other considerations will apply to committees established by the school board involving members of the public, employees, students, parents, etc.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.

B. The school board has determined that certain permanent standing committees, as described in this policy, do facilitate the operation of the school board and the school district.

C. A school board committee or subcommittee will be formed by school board resolution which shall outline the duties and purpose of the committee or subcommittee.

D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.

E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.

F. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.

G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.

H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.

III. APPOINTMENT OF COMMITTEES

A. The school board hereby appoints the following standing committees:

1. Audit.

2. Policy.

3. Building and Grounds.

4. Negotiations Committee(s) for various employee groups.

[Note: Each school district should determine which, if any, standing committees the school board wishes to establish.]

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

C. The school board chair shall appoint the members of each standing or ad hoc committee and designate the chair thereof.

IV. PROCEDURES FOR SCHOOL BOARD COMMITTEES

A. All meetings of committees or subcommittees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.

B. A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.

C. Actions of a committee or subcommittee shall be by majority vote and be consistent with the governing rules of the school board.

D. The committee or subcommittee shall designate a secretary who will record the minutes of actions of the school board committee.

E. The power of a committee or subcommittee of the school board is advisory only and is limited to making recommendations to the school board.

F. A committee or subcommittee of the school board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the school board.

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

Cross References: MSBA/MASA Model Policy 201 (Legal Status of the School Board)
MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 301
Orig. 1995
Rev. 2011

301 SCHOOL DISTRICT ADMINISTRATION

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the school board.

II. GENERAL STATEMENT OF POLICY

A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to develop a school environment that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services.

B. The school board expects all activities related to the operation of the school district to be administered in a well-planned manner, conducted in an orderly fashion, and to be consistent with the policies of the school board.

C. The school board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.

D. Although the school board holds the superintendent ultimately responsible for administration of the school district and annual evaluation of each principal, the school board also recognizes the direct responsibility of principals for educational results and effective administration, supervisory, and instructional leadership at the school building level.

E. The school board and school administration shall work together to share information and decisions that best serve the needs of school district students within financial and facility constraints that may exist.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 302
Orig. 1995
Rev. 2011

302 SUPERINTENDENT

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the superintendent and the overall responsibility of that position within the school district.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent who shall serve as an ex officio, nonvoting member of the school board and as chief executive officer of the school system.

III. GENERAL RESPONSIBILITIES

A. The superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the school board.

B. The superintendent shall annually evaluate each principal assigned responsibility for supervising a school building in the district.

C. The superintendent may delegate responsibilities to other school district personnel, but shall continue to be accountable for actions taken under such delegation.

D. Where responsibilities are not specifically prescribed, nor school board policy applicable, the superintendent shall use personal and professional judgment, subject to review by the school board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies
MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 301 (School District Administration)
MSBA/MASA Model Policy 303 (Superintendent Selection)
MSBA/MASA Model Policy 304 (Superintendent Contract, Duties, and Evaluation)
MSBA/MASA Model Policy 305 (Policy Implementation)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 510 (School Activities)
MSBA/MASA Model Policy 511 (Student Fundraising)
MSBA/MASA Model Policy 513 (Student Promotion, Retention, and Program Design)
MSBA/MASA Model Policy 602 (Organization of School Calendar and School Day)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 802 (Disposition of Obsolete Equipment and Material)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
MSBA/MASA Model Policy 905 (Advertising)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA/MASA Model Policy 907 (Rewards)
MSBA Service Manual, Chapter 3, Superintendent of Schools

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 303
Orig. 1995
Rev. 2016

303 SUPERINTENDENT SELECTION

I. PURPOSE

The purpose of this policy is to convey to the school community that the authority to select and employ a superintendent is vested in the school board.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent to serve as the chief executive officer of the school district and to conduct the daily operations of the school district.

III. QUALIFICATIONS

A. The school board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Board of School Administrators and qualifications established in the job description for the superintendent position. State and federal equal employment and nondiscrimination requirements shall be observed throughout the recruitment and selection process.

B. The school board will consider professional preparation, experience, skill, and demonstrated competence of qualified applicants in making a final decision.

IV. SELECTION

A. A process for recruitment, screening, and interviewing of candidates shall be developed by the school board.

B. The school board may contract for assistance in the search for a superintendent.

C. The school board shall provide the contract for the superintendent and specifically identify all conditions of employment mutually agreed upon with the superintendent. In so doing, the school board shall observe all requirements of state and federal law and school board policy.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Rules, Chapter 3512

Cross References: MSBA Service Manual, Chapter 3, Superintendent

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 304
Orig. 1995
Rev. 1999

304 SUPERINTENDENT CONTRACT, DUTIES, AND EVALUATION

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.

B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.

C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as a model instrument.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools (See Model Contract, Sample Performance Appraisals, and Model Job Description)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 305
Orig. 1995
Rev. 1999

305 POLICY IMPLEMENTATION

I. PURPOSE

The purpose of this policy is to clarify the responsibility of the school administration for implementation of school board policy.

II. GENERAL STATEMENT OF POLICY

A. It shall be the responsibility of the superintendent to implement school board policy and to recommend additions or modifications thereto. The administration is authorized to develop guidelines and directives to effectuate the implementation of school board policies. These guidelines and directives shall not be inconsistent with said policies. At least annually, these written procedures shall be presented to the school board for review.

B. Employee and student handbooks shall be subject to annual review and approval by the school board.

C. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent to assure compliance with school board policy and shall be approved by the school board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 306
Orig. 1995
Rev. 2002

306 ADMINISTRATOR CODE OF ETHICS

I. PURPOSE

The purpose of this policy is to establish the requirements of the school board that school administrators adhere to the standards of ethics and professional conduct in this policy and Minnesota law.

II. GENERAL STATEMENT OF POLICY

A. An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator must subscribe to the following standards.

B. The Educational Administrator:

1. Makes the well-being of students the fundamental value of all decision-making and actions.

2. Fulfills professional responsibilities with honesty and integrity.

3. Supports the principle of due process and protects the civil and human rights of all individuals.

4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.

5. Implements the school board's policies.

6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.

7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.

8. Accepts academic degrees or professional certification only from duly accredited institutions.

9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.

10. Honors all contracts until fulfillment, release, or dissolution is mutually agreed upon by all parties to the contract.

11. Adheres to the Code of Ethics for School Administrators in Minnesota Rule.

Legal References: Minn. Stat. § 122A.14, Subd. 4 (Code of Ethics)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)

Cross References:

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 403
Orig. 1995
Rev. 1999

403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

The purpose of this policy is to achieve the effective operation of the school district's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

II. GENERAL STATEMENT OF POLICY

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

III. DISCIPLINE

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from an oral reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of the school district;

2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and

3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by guidance, help and

encouragement to improve from the employee's supervisor and reasonable time for correction of the employee's deficiency.

C. Misconduct

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;

2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;

3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;

4. personal and/or immoral misconduct;

5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;

6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;

7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;

8. failure to follow the canons of professional and personal ethics;

9. falsification of credentials and experience;

10. unauthorized destruction of school district property;

11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;

12. neglect of duty;

13. violation of the rights of others as provided by federal and state laws related to human rights.

IV. FORMS OF DISCIPLINE

A. The forms of discipline that may be imposed by the school district include, but are not limited to:

1. oral warning;

2. written warning or reprimand;

3. probation;

4. disciplinary suspension, demotion or leave of absence with pay;

5. disciplinary suspension, demotion or leave of absence without pay; and

6. dismissal/termination or discharge from employment.

B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the school district's objective of stopping or correcting the offending conduct and improving the employee's performance.

V. PROCEDURES FOR ADMINISTERING POLICY

A. In an instance where any form of discipline is imposed, the employee's supervisor will:

1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time and nature of the oral warning.

2. Provide directives to the employee to correct the conduct or performance.

3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.

4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.

5. Specify the expected level of performance or modification of conduct to be required from the employee.

B. The school district retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.

Legal References: Minn. Stat. § 122A.40 (Teachers – Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure)
Minn. Stat. § 122A.44 (Contracting with Teachers)
Minn. Stat. § 122A.58 (Coaches)

Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)

Cross References: MSBA Service Manual, Chapter 3, Employees

404 EMPLOYMENT BACKGROUND CHECKS

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check.

The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

[Note: If the school district elects to receive payment, it may, at its discretion, accept payment in the form of a negotiable instrument other than a money order or check and then pay the superintendent of the BCA directly to conduct the background check.]

C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the commissioner of education within the 12 months preceding an offer of employment or permission to provide services.

D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:

1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;

2. the other school hiring authority conducted a criminal background check within the previous 12 months;

3. the individual executes a written consent form giving the school district access to the results of the check; and

4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.

E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.

F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.

J. The school district may apply these procedures to other volunteers, independent contractors, or student employees.

K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this

policy.

Legal References: Minn. Stat. § 13.04, Subd. 4 (Inaccurate or Incomplete Data)
Minn. Stat. § 13.87, Subd. 1 (Criminal History Data)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child Protection Background Check Act)
Minn. Stat. § 364.09(b) (Exception for School Districts)

Cross References:

405 VETERAN'S PREFERENCE

[Note: The provisions of this policy substantially reflect legal requirements.]

I. PURPOSE

The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.

II. GENERAL STATEMENT OF POLICY

A. The school district's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.

B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.

C. Veteran's preference points will be applied pursuant to applicable law as follows:

1. A credit of ten points shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.

2. A credit of fifteen points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.

3. A credit of five points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.

4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.

D. Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.

E. When notifying applicants that they have been accepted into the selection process, the school district shall notify applicants that they may elect to use veteran's preference.

F. The school district's policy is to use a 100-point hiring system to enable allocation of veteran's preference points. The school district may or may not use a 100-point hiring system for filling teaching positions. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.

G. If the school district rejects a member of the finalist pool who has claimed veteran's preference, the school district shall notify the finalist in writing of the reasons for the rejection and file the notice with the school district's personnel officer.

[Note: A school district may require a veteran to complete an initial hiring probationary period as defined in Minn. Stat. § 43A.16.]

H. In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.

1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.

2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.

I. The VPA and the provisions of this policy do not apply to the position of private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph F., above.

Legal References: Minn. Stat. § 43A.11 (Veteran's Preference)
Minn. Stat. § 197.455 (Veteran's Preference Applied)
Minn. Stat. § 197.46 (Veterans Preference Act)
Hall v. City of Champlin, 463 N.W.2d 502 (Minn. 1990)
Young v. City of Duluth, 410 N.W.2d 27 (Minn. Ct. App. 1987)

Cross References: MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 407
Orig. 1995
Rev. 2012

407 EMPLOYEE RIGHT TO KNOW – EXPOSURE TO HAZARDOUS SUBSTANCES

[Note: School districts are not required by statute to have a policy addressing these issues. However, the provisions of this policy accurately reflect the requirements of Minn. Stat.* § 182.653.*]

I. PURPOSE

The purpose of this policy is to provide school district employees a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. § 182.653, Subd. 2)

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to provide information and training to employees who may be "routinely exposed" to a hazardous substance, harmful physical agent, infectious agent, or blood borne pathogen.

III. DEFINITIONS

A. "Commissioner" means the Commissioner of Labor and Industry.

B. "Routinely exposed" means that there is a reasonable potential for exposure during the normal course of assigned work or when an employee is assigned to work in an area where a hazardous substance has been spilled.

C. "Hazardous substance" means a chemical or substance, or mixture of chemicals and substances, which:

1. is regulated by the Federal Occupational Safety and Health Administration under the Code of Federal Regulations; or

2. is either toxic or highly toxic; an irritant; corrosive; a strong oxidizer; a strong sensitizer; combustible; either flammable or extremely flammable; dangerously reactive; pyrophoric; pressure-generating; compressed gas; carcinogen; teratogen; mutagen; reproductive toxic agent; or that otherwise, according to generally accepted documented medical or scientific evidence, may cause substantial acute or chronic personal injury or illness during or as a direct result of any customary or reasonably foreseeable accidental or intentional exposure to the chemical or substance; or

3. is determined by the commissioner as a part of the standard for the chemical or substance or mixture of chemicals and substances to present a significant risk to worker health and safety or imminent danger of death or serious physical harm to an employee as a result of foreseeable use, handling, accidental spill, exposure, or contamination.

D. "Harmful physical agent" means a physical agent determined by the commissioner as a part of the standard for that agent to present a significant risk to worker health or safety or imminent danger of death or serious physical harm to an employee. This definition includes, but is not limited to, radiation, whether ionizing or nonionizing.

E. "Infectious agent" means a communicable bacterium, rickettsia, parasites, virus, or fungus determined by the commissioner by rule, with approval of the commissioner of health, which, according to documented medical or scientific evidence, causes substantial acute or chronic illness or permanent disability as a foreseeable and direct result of any routine exposure to the infectious agent. Infectious agent does not include an agent in or on the body of a patient before diagnosis.

F. "Blood borne pathogen" means a pathogenic microorganism that is present in human blood and can cause disease in humans. This definition includes, but is not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

IV. TARGET JOB CATEGORIES

Annual training will be provided to all full- and part-time employees who are "routinely exposed" to a hazardous substance, harmful physical agent, infectious agent, or blood borne pathogen as set forth above.

V. TRAINING SCHEDULE

Training will be provided to employees before beginning a job assignment as follows:

A. Any newly hired employee assigned to a work area where he or she is determined to be "routinely exposed" under the guidelines above.

B. Any employee reassigned to a work area where he or she is determined to be "routinely exposed" under the above guidelines.

Legal References: Minn. Stat. Ch. 182 (Occupational Safety and Health)
Minn. Rules Ch. 5205 (Safety and Health Standards)
Minn. Rules Ch. 5206 (Employee Right to Know Standards)
29 C.F.R. § 1910.1050, App. B (Substance Technical Guidelines)

Cross References: MSBA/MASA Model Policy 420 (Students and Employees with Sexually

Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions)
MSBA/MASA Model Policy 807 (Health and Safety Policy)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 408
Orig. 1995
Rev. 2007

408 SUBPOENA OF A SCHOOL DISTRICT EMPLOYEE

I. PURPOSE

The purpose of this policy is to protect the privacy rights of school district employees and students under both state and federal law when requested to testify or provide educational records for a judicial or administrative proceeding.

II. GENERAL STATEMENT OF POLICY

This policy is to provide guidance and direction for school district employees who may be subpoenaed to testify and/or provide educational records for a judicial or administrative proceeding.

III. DATA CLASSIFICATION

A. Educational Data

1. State Law

The Minnesota Government Data Practices Act (MGDPA), Minn. Stat. Ch. 13, classifies all educational data, except for directory information as designated by the school district, as private data on individuals. The state statute provides that **private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data or a parent if the subject of the data is a minor.**

2. Federal Law

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, provides that educational data may not be released, except pursuant to informed consent by the individual subject of the data or any lawfully issued subpoena. Regulations promulgated under the federal law require that the school district must first make a reasonable effort to notify the parent of the student, or the student if the student is 18 years of age or older, of the subpoena in advance of releasing the information pursuant to the subpoena.

B. Personnel Data

The MGDPA, Minn. Stat. Ch. 13, also classifies all personnel data, except for certain data specifically classified as public, as private data on individuals. The

state statute provides that **private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data.**

IV. APPLICATION AND PROCEDURES

A. Any employee who receives a subpoena for any purpose related to employment is to inform the building administrator or designated supervisor when the employee receives the subpoena. The building administrator or designated supervisor shall immediately inform the superintendent that the employee has received a subpoena.

B. No employee may release educational data, personnel data, or any other data of any kind without consultation in advance with the school district official who is designated as the authority responsible for the collection, use and dissemination of data.

C. Payment for attendance at judicial or administrative proceedings and the retention of witness and mileage fees is to be determined in accordance with the applicable school board policies and collective bargaining agreements.

D. The administration shall not release any information except in strict compliance with state and federal law and this policy. Recognizing that an unauthorized release may expose the school district or its employees to civil or criminal penalties or loss of employment, the administration shall confer with school district legal counsel prior to release of such data.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Rules 1205.0100, Subp. 5 (Minnesota Rules Regarding Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 409
Orig. 1995
Rev. 2008

409 EMPLOYEE PUBLICATIONS, INSTRUCTIONAL MATERIALS, INVENTIONS, AND CREATIONS

I. PURPOSE

The purpose of this policy is to identify and reserve the proprietary rights of the school district to certain publications, instructional materials, inventions, and creations which employees may develop or create, or assist in developing or creating, while employed by the school district.

II. GENERAL STATEMENT OF POLICY

Unless the employee develops, creates or assists in developing or creating a publication, instructional material, computer program, invention or creation entirely on the employee's own time and without the use of any school district facilities or equipment, the employee shall immediately disclose and, on demand of the school district, assign any rights to publications, instructional materials, computer programs, materials posted on websites, inventions or creations which the employee develops or creates or assists in developing or creating during the term of employee's employment and for _____ *[school district should select time]* thereafter. In addition, employees shall sign such documents and perform such other acts as may be necessary to secure the rights of the school district relating to such publications, instructional materials, computer programs, materials posted on websites, inventions and/or creations, including domestic and foreign patents and copyrights.

III. NOTICE OF POLICY

The school district shall give employees notice of this policy by such means as are reasonably likely to inform them of this policy.

Legal References: Minn. Stat. § 181.78 (Agreements; Terms Relating to Inventions)
17 U.S.C. § 101 *et seq.* (Copyrights)

Cross References:

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

1. is not likely to occur and could not have been prevented by exercise of due care; and

2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.

E. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health care, medical care, or other care required for the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;

3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;

4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;

5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;

6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 6, Clause (5);

7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or

8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and

depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

H. "Report" means any communication received by the local welfare agency, police

department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.

I. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.

J. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

K. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

L. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years, to the local welfare agency, police department, county sheriff, tribal social services, or tribal police department. The reporter will include his or her name and address in the report.

B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.

F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.

H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or

investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility,

pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall appear in school personnel handbooks.

B. The school district will develop a method of discussing this policy with school personnel.

C. This policy shall be reviewed at least annually for compliance with state law.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)

Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

[Note: This policy reflects the mandatory law regarding reporting maltreatment of vulnerable adults and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.

B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

B. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

C. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.

D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 2.

E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. § 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical,

mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.

I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.

B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.

C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.

D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.

F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall appear in school personnel handbooks where appropriate.

B. The school district will develop a method of discussing this policy with employees where appropriate.

C. This policy shall be reviewed at least annually for compliance with state law.

Legal References:
Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.234 (Crimes Against the Person)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References:
MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

416 DRUG AND ALCOHOL TESTING

[Note: Drug and Alcohol Testing of school bus drivers and applicants is mandatory under federal law. The mandatory testing is described under Part III. of the policy. Testing of other employees or testing of school bus drivers beyond that mandated by federal law is optional but can be done under state law only if a policy containing provisions such as the provisions of Part IV. of this policy are adopted. To preserve the right to request or require school district employees who are not bus drivers and applicants to undergo drug and/or alcohol testing or to require bus drivers to submit to testing that is not federally mandated, a school district should adopt Part IV. as part of its drug and alcohol testing policy.]

I. PURPOSE

A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.

B. The school board believes that a work environment free of drug and alcohol use will be not only safer, healthier, and more productive but also more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and Minn. Stat. §§ 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.

B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.

C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not

medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property.

D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.

E. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.

III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.

3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.

4. "Commercial Motor Vehicle" (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.

5. "Designated Employer Representative" (DER) means a designated school district representative authorized to take immediate action to remove employees from safety-sensitive duties, to make required decisions in the testing and evaluation process, and to receive test results and other communications for the school district.

6. "Department of Transportation" (DOT) means United States Department of Transportation.

7. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.

8. "Evidential Breath Testing Device" (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.

9. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug tests.

10. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the

certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

11. "Safety-sensitive functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.

12. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.

13. "Stand Down" means to temporarily remove an employee from performing safety-sensitive functions after a laboratory reports a confirmed positive, an adulterated, or a substituted test result but before the MRO completes the verification process.

14. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

[Note: The federal regulations require that school districts provide materials to bus drivers explaining the school district's policies and procedures and the federal requirements with respect to the mandatory drug and alcohol testing of bus drivers. 49 C.F.R. § 382.601. Almost all of the required information is contained within this model policy. Additional materials to be provided to employees are described in Paragraph 2. of this Section C.]

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.

2. The school district shall provide to each driver information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.

4. The school district shall require each driver to sign a statement certifying that he or she has received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

[Note: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she has received a copy of these materials. 49 C.F.R. § 382.601(d). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.]

D. Alcohol and Controlled Substances Testing Program Manager

[Note: School districts are required by the federal regulations to designate a person to answer driver questions about the policy and the education materials described in Section C. above and to notify the drivers of the designation. 49 C.F.R. § 382.601(b)(1).]

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.

2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

[Note: The specific prohibitions for drivers are contained, in large part, in 49 C.F.R. §§ 382.201-382.215.]

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.

2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.

3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.

4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.

5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until he or she undergoes a post-accident alcohol test, whichever occurs first.

6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.

7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.

9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district which prohibit the possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

[Note: Consequences for drivers engaging in alcohol-related conduct are described in the federal regulations. 49 C.F.R. § 382.505.]

No driver found to have an alcohol concentration of 0.02 or greater but less than

0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and policy of the school district.

G. Prescription Drugs

A driver shall inform his or her supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry.

H. Testing Requirements

1. Pre-Employment Testing

[Note: 49 C.F.R. § 382.301 details the requirements for pre-employment testing.]

a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.

[Note: A school district is permitted, but not required, to conduct pre-employment testing for the use of alcohol. If a school district elects to require pre-employment testing for alcohol, it should include the bracketed text in Subparagraph a., above, and test all applicants uniformly.]

b. Tests shall be conducted only after the applicant has received a conditional offer of employment.

c. In order to be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-

up tests), within the preceding two (2) years.

[Note: The federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety-sensitive functions, if feasible. 49 C.F.R. § 382.413 and 49 C.F.R. § 40.25. If not feasible, school districts must not permit the employee to perform safety-sensitive functions for more than thirty (30) days from the date a safety-sensitive function was performed unless the school districts make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.]

d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

2. Post-Accident Testing

[Note: 49 C.F.R. § 382.303 governs post-accident testing of drivers.]

a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.

b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.

c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.

d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.

e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.

f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled

substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

3. Random Testing

[Note: 49 C.F.R. § 382.305 governs random testing of drivers.]

a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

[Note: The Federal Highway Administration (FHWA) lowered the random alcohol selection and testing rate from 25% of the average number of driver positions to 10% in 1998 and evaluates this minimum percentage each year. School districts can elect to stay at 25% (or a higher percentage) if they do not want to monitor the minimum annual percentage rate set by the FHWA. The random controlled substances selection and testing rate has remained at 50% each year and has not been lowered to 25% as is possible under the regulations.]

b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.

c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made.

d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.

e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

[Note: 49 C.F.R. § 382.307 governs reasonable suspicion testing of drivers.]

a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty or within four (4) hours before coming on duty. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.

b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.

c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.

d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

[Note: 49 C.F.R. §§ 382.309, 40.23(d), and 40.305 govern return-to-duty testing.]

5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.

[Note: 49 C.F.R. §§ 382.311, 40.307, and 40.309 govern follow-up testing.]

6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled

substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

7. Refusal to Submit and Attendant Consequences

[Note: Consequences for refusals to submit to required drug and alcohol tests are addressed generally in 49 C.F.R. §§ 40.191, 40.261, and 382.211. They are more specifically addressed in 49 C.F.R. §§ 382.501-382.507 and in 49 U.S.C. § 521(b).]

a. A driver or driver applicant may refuse to submit to drug and alcohol testing.

b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 U.S.C. § 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.

c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.

d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

I. Testing Procedures

1. Drug Testing

[Note: The Federal Drug Testing Custody and Control Form (CCF) must be used to document every urine collection required by the DOT drug testing program. 49 C.F.R. § 40.45.]

a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated

collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.

b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.

c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.

d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test

result as received from the testing laboratory exists.

e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.

f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:

(1) The donor expressly declines the opportunity to discuss the test results;

(2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or

(3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

[Note: The DOT Alcohol Testing Form (ATF) must be used for every DOT alcohol test. 49 C.F.R. § 40.225]

a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.

b. Any test result less than 0.02 alcohol concentration is considered a "negative" test.

c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.

d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.

e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

[Note: The limitation on discharge in Paragraph 2., below, is contained solely in Minnesota law. State law is preempted by federal laws and regulations as it relates to drivers of commercial motor vehicles (such as bus drivers). See Minn. Stat. § 221.031, Subd. 10. Nevertheless, school districts may decide to comply with the state law requirements for various reasons (such as to treat all school district employees equally since employees subject to testing only under state law are accorded these additional rights). Consultation with the school district's legal counsel is recommended.]

2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:

a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and

b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.

c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be [***name, address, telephone number***], which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minn. Stat. Ch. 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

[Note: The federal recordkeeping requirements for school districts are detailed in the federal regulations 49 C.F.R. §§ 382.401 et seq. and 40.331. The DOT publishes a guide to the recordkeeping requirements of mandatory drug and alcohol testing for persons with a commercial driver's license as part of its Alcohol & Drugs: DOT Compliance Manual.]

2. The required records shall be retained for the following minimum periods:

Basic records	5 years

"Basic records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Collection records	2 years
Negative and cancelled drug tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

"Education and training records" must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and

performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

[Note: Subparagraphs b. and c., below, are based on the provisions of 49 C.F.R. § 40.289.]

b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

[Note: School districts are not required to comply with state law governing drug and alcohol testing when the individuals are subject to the federal laws and regulations (i.e., bus drivers). If a school district, after consultation with legal counsel, chooses to comply voluntarily with these requirements, Subparagraph b., above, can be modified as follows:

b. The school district will offer a driver an opportunity to return to a DOT safety-sensitive duty following an employee's first positive test result on a confirmatory test if no reasons independent of the first test result for discharge exist. Otherwise, the school district may choose, but is not required, to provide an SAP evaluation or any subsequent recommended education or treatment.]

c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

d. Drivers who engage in prohibited conduct also are required to

comply with follow-up testing requirements.

3. Disciplinary Action

a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

[Note: When the testing of drivers complies with federal testing requirements and procedures, school districts clearly are exempt from the state drug and alcohol testing requirements in Minn. Stat. §§ 181.950-181.957. See Minn. Stat. § 221.031, Subd. 10. When testing beyond the federally mandated requirements, however, school districts still must comply with state law.]

IV. DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

A. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:

1. General Limitations

a. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory which participates in one of the programs listed in Minn. Stat. § 181.953, Subd. 1.

b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.

2. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer which is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

3. Random Testing

The school district may request or require employees to undergo drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

4. Reasonable Suspicion Testing

The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:

a. is under the influence of drugs or alcohol;

b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol while the

employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;

c. has sustained a personal injury, as that term is defined in Minn. Stat. § 176.011, Subd. 16, or has caused another employee to sustain a personal injury; or

d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

5. Treatment Program Testing

The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

6. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

B. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

C. Definitions

1. "Drug" means a controlled substance as defined in Minnesota Statutes, including medical cannabis, regardless of enrollment in the state registry program.

2. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" mean analysis of a body component sample according to the standards established under one of the programs listed in Minn. Stat. § 181.953, Subd. 1, for the purpose of measuring the presence or absence of

drugs, alcohol, or their metabolites in the sample tested.

3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."

4. "Job applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.).

5. "Positive test result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minn. Stat. § 181.953, Subd. 1.

6. "Random selection basis" means a mechanism for selection of employees that:

   a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and

   b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.

7. "Reasonable suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.

8. "Safety-sensitive position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of this Section D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee

or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test.

4. Notice of and Right to Explain Positive Test Result

   a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information.

   b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.

   c. The employee may present verification of enrollment in the medical cannabis patient registry as part of the employee's explanation.

   d. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

   a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.

   b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same

drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform him or her of other rights provided under Sections F. or G., below, whichever is applicable.

   Attachments E and F to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:

   a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

   b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the

same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.

6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.

7. An employee must be given access to information in his or her personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;

2. The sample must always be in the possession of, must always be in view

of, or must be placed in a secure area by a person authorized to handle the sample;

3. A sample must be accompanied by a written chain-of-custody record; and

4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minn. Stat. Ch. 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minn. Stat. Ch. 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing

policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment G to this policy.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)

Cross-References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minn. Stat. § 121A.23 provides that school districts must have a program that incorporates the provisions contained in this policy.]

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including, but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the

school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.

2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school (title), along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration

any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.

2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Stat. § 121A.23 which includes:

1. planning materials, guidelines, and other technically accurate and updated information;

2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;

3. cooperation and coordination among school districts and Service Cooperatives;

4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;

5. involvement of parents and other community members;

6. in-service training for district staff and school board members;

7. collaboration with state agencies and organizations having a sexually

transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;

8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and

9. participation by state and local student organizations.

10. The program must be consistent with the health and wellness curriculum.

11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Legal References: Minn. Stat. § 121A.23 (Health-Related Programs)
Minn. Stat. § 144.441-442 (Tuberculosis)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Occupational Exposure to Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892, 110 S.Ct. 239 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, 107 S.Ct. 1123 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 421
Orig. 1995
Rev. 2019

421 GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.

B. A violation of this policy occurs when any employee solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.

C. A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature or a plaque with a resale value of $5 or less with an inscription recognizing an individual for an accomplishment. The superintendent has discretion to determine what value is "insignificant."

D. Teachers may accept from publishers free samples of textbooks and related teaching materials.

E. This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the school district.

F. An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.

III. DEFINITIONS

A. "Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.

B. "Interested person" means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.

C. "Financial interest" means any ownership or control in an asset which has the potential to produce a monetary return.

IV. PROCEDURES

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

V. VIOLATIONS

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Legal References: Minn. Stat. § 10A.07 (Conflicts of Interest)
Minn. Stat. § 10A.071 (Prohibition of Gifts)
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References: MSBA/MASA Model Policy 209 (Code of Ethics)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

Adopted:_____ *MSBA/MASA Model Policy 422*
Orig. 1995
Revised:_____ *Rev. 2019*

422 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. In order to avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies which also apply to employees:

Model Policy 102	Equal Educational Opportunity
Model Policy 103	Complaints – Students, Employees, Parents, Other Persons
Model Policy 206	Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
Model Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Model Policy 305	Policy Implementation
Model Policy 505	Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Model Policy 507	Corporal Punishment
Model Policy 510	Student Activities
Model Policy 511	Student Fundraising
Model Policy 517	Student Recruiting
Model Policy 518	DNR-DNI Orders
Model Policy 519	Interviews of Students by Outside Agencies
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention
Model Policy 535	Service Animals in Schools
Model Policy 610	Field Trips
Model Policy 710	Extracurricular Transportation
Model Policy 711	Video Recording on School Buses
Model Policy 712	Video Surveillance Other Than on Buses
Model Policy 802	Disposition of Obsolete Equipment and Material

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References:

Cross References:

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 423
Orig. 1999
Rev. 2009

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.

B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.

C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.

D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.

E. Other actions that violate this policy include, but are not limited to, the following:

1. Dating students.

2. Having any interaction/activity of a sexual nature with a student.

3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.

4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent

such access from occurring.

F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

[Note: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]

G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.

B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References: Minn. Stat. § 13.43, Subd. 16 (School District or Charter School

Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting to Professional Educator Licensing and Standards Board or Board of School Administrators)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions)
Minn. Stat. §§ 609.341-609.352 (Defining "intimate parts" and "position of authority" as well as detailing various sex offenses)
Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 507 (Corporal Punishment)

424 LICENSE STATUS

[Note: The provisions of this policy substantially reflect legal requirements.]

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.

B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.

C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.

III. PROCEDURE

A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.

B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

C. If it is discovered that a teacher's license has expired, the superintendent will

immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References: Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)
Minn. Stat. § 122A.40, Subd. 13 (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed,* 1993 WL 129639 (Minn. App. 1993)

Cross References:

Adopted:_____ *MSBA/MASA Model Policy 425*
Orig. 2001
Revised:_____ *Rev. 2016*

425 STAFF DEVELOPMENT

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school board. Team members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.

* This time period may be changed to accommodate individual school district needs.

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The Advisory Staff Development Committee will develop a Staff Development Plan which will be reviewed and subject to approval by the school board twice a year.*

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the school board;

[Note: The board-determined education outcomes for your district could be inserted here.]

2. The means to achieve the Staff Development outcomes;

3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minn. Stat. § 122A.18, Subd. 4;

4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;

b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;

c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;

d. Improve staff collaboration and develop mentoring and peer

* This time period may be changed to accommodate individual school district needs.

coaching programs for teachers new to the school or district;

e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;

f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and

g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;

b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. § 120B.125;

d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and

e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

a. Focus on the school classroom and research-based strategies that improve student learning;

b. Provide opportunities for teachers to practice and improve their instructional skills over time;

c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

e. Align with state and local academic standards;

f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;

g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;

h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and

i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.

8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minn. Stat. § 122A.40, Subds. 7 and 7a, or Minn. Stat. § 122A.41, Subds. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]

C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.

D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis* the

* This time period may be changed to accommodate individual school district needs.

extent to which staff at the site have met the outcomes of the Staff Development Plan.

E. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Department of Education relating to staff development including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan twice a year.*

B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.

C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating

grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On a yearly* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.*

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce report.

1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.

2. The report will provide a breakdown of expenditures for:

a. Curriculum development and curriculum training programs;

b. Staff development training models, workshops, and conferences; and

* This time period may be changed to accommodate individual school district needs.

c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

B. The report will be signed by the superintendent and staff development chair.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References:

503 STUDENT ATTENDANCE

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also

the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

b. The following reasons shall be sufficient to constitute excused absences:

(1) Illness.

(2) Serious illness in the student's immediate family.

(3) A death or funeral in the student's immediate family or of a close friend or relative.

(4) Medical, dental, or orthodontic treatment, or a counseling appointment.

(5) Court appearances occasioned by family or personal action.

(6) Religious instruction not to exceed three hours in any week.

(7) Physical emergency conditions such as fire, flood, storm, etc.

(8) Official school field trip or other school-sponsored outing.

(9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

(10) Family emergencies.

(11) Active duty in any military branch of the United States.

(12) A student's condition that requires ongoing treatment for a mental health diagnosis.

[Note: State law provides that a school board may include other exemptions in the school district's attendance policy. See Minn. Stat. § 120A.22, Subd. 12. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Consequences of Excused Absences

(1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

(2) Work missed because of absence must be made up within ____ days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

(1) Truancy. An absence by a student which was not approved by the parent and/or the school district.

(2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.

(3) Work at home.

(4) Work at a business, except under a school-sponsored work release program.

(5) Vacations with family.

(6) Personal trips to schools or colleges.

(7) Absences resulting from cumulated unexcused tardies (____ tardies equal one unexcused absence).

(8) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

(1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

(2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

(3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

(4) Students with unexcused absences shall be subject to discipline in the following manner:

(a) From the first through the _____ cumulated unexcused absence in a [quarter or semester] the

student will not be allowed to make up work missed due to such absence.

(b) After the _____ cumulated unexcused absence in a [quarter or semester], a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of _____ unexcused absences and that, after the _____ unexcused absence, the student's grade shall be reduced by one increment for each unexcused absence thereafter.

(c) After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

(d) After _____ cumulative unexcused absences in a [quarter or semester] the teacher will reduce the student's letter grade by one increment for each unexcused absence thereafter (i.e. A to A-). However, prior to reducing the student's grade, an administrative conference must be held among the principal, student, and parent.

(e) After _____ cumulated unexcused absences in a [quarter or semester], the administration may impose the loss of academic credit in the class or classes from which the student has been absent. However, prior to loss of credit, an administrative conference must be held among the principal, student, and parent.

(f) If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

a. Students tardy at the start of school must report to the school office for an admission slip.

b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

b. Serious illness in the student's immediate family.

c. A death or funeral in the student's immediate family or of a close friend or relative.

d. Medical, dental, orthodontic, or mental health treatment.

e. Court appearances occasioned by family or personal action.

f. Physical emergency conditions such as fire, flood, storm, etc.

g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

b. Consequences of tardiness may include detention after ____ unexcused tardies. In addition ____ unexcused tardies are equivalent to one unexcused absence.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

2. School-initiated absences will be accepted and participation permitted.

3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.

4. If a student is suspended from any class, he or she may not participate in any activity or program that day.

5. If a student is absent from school due to medical reasons, he or she must

present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

IV. REQUIRED REPORTING

A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or

2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;

2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;

4. That this notification serves as the notification required by Minn. Stat. § 120A.34;

5. That alternative educational programs and services may be available in the child's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and

9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

[Note: Where services and procedures under Minn. Stat. Ch. 260A are available within the school district, the following provisions should also be included in the policy.]

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

Legal References:
Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)

Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 504
Orig. 1995
Rev. 2017

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

B. Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.

2. Clothing that does not create a health or safety hazard.

3. Clothing appropriate for the activity (i.e., physical education or the classroom).

C. Inappropriate clothing includes, but is not limited to, the following:

1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.

2. Clothing bearing a message that is lewd, vulgar, or obscene.

3. Apparel promoting products or activities that are illegal for use by minors.

4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.

5. Any apparel or footwear that would damage school property.

D. Headgear, including hats or head coverings, are not allowed in the building except

with the approval of the building principal (i.e., student undergoing chemotherapy, medical situations, student religious practice or belief).

E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.

F. "Gang," as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.

B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.

C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References: U. S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415

(W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 505
Orig. 1995
Rev. 2002

505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the

administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Distribution by students and employees of nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on

the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

4. If material is intended for students, the grade(s) of students to whom the distribution is intended.

B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the principal, the person may

submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

IX. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

[Note: School districts are encouraged to consider additional guidelines which reflect varied local practices relating to this subject matter including addressing the subject of consistency and uniformity for approving or disapproving practices under this policy.]

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied 565 U.S. 1036, 132 S.Ct. 592 (2011)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 507
Orig. 1995
Rev. 2001

507 CORPORAL PUNISHMENT

[*Note: The provisions of this policy substantially reflect statutory requirements.]*

I. PURPOSE

The purpose of this policy is to describe limitations on corporal punishment of students.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

III. EXCEPTIONS

A teacher or school principal may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. Other school district employees, school bus drivers, or other agents of a school district may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

IV. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References: Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Actions Against Districts and Teachers)
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)

Adopted:_____ *MSBA/MASA Model Policy 508*
Orig. 1995
Revised:_____ *Rev. 2007*

508 EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

[Note: The provisions of this policy substantially reflect statutory and regulatory requirements.]

I. PURPOSE

The purpose of this policy is to ensure that the school district complies with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary to provide a free appropriate public education (FAPE).

II. GENERAL STATEMENT OF POLICY

A. Extended School Year Services Must Be Available to Provide a FAPE. The school district shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.

B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:

1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR

2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR

3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.

C. Required Factors Schools Must Consider in Making ESY Determinations. The IEP team must decide ESY eligibility using information including:

1. Prior observations of the student's regression and recoupment over the summer;

2. Observations of the student's tendency to regress over extended breaks in

instruction during the school year; and

3. Experience with other students with similar instructional needs.

D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:

1. The student's progress and maintenance of skills during the regular school year.

2. The student's degree of impairment.

3. The student's rate of progress.

4. The student's behavioral or physical problems.

5. The availability of alternative resources.

6. The student's ability and need to interact with nondisabled peers.

7. The areas of the student's curriculum which need continuous attention.

8. The student's vocational needs.

E. No Unilateral Decisions. In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.

F. Services to Nonresident Students Temporarily Placed in School District. A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

Legal References: Minn. Stat. § 125A.14 (Extended School Year)
Minn. Rules Part 3525.0755
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
34 C.F.R. Part 300 (IDEA Regulations)

Cross References:

509 ENROLLMENT OF NONRESIDENT STUDENTS

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The school district desires to participate in the Enrollment Options Program established by Minn. Stat. § 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and

2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.

3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minn. Stat. § 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or

4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;

2. athletic or extracurricular ability of a student;

3. disabling conditions of a student;

4. a student's proficiency in the English language;

5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

D. Application. The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education and available on their website (education.mn.gov). Go to "Students and Families," then, under "School Choice," select "Open Enrollment." The form is entitled, "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education."

E. Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;

2. the municipality is located partially or fully within the boundaries of at least five school districts;

3. the nonresident district in which the student seeks to enroll operates one or

more school buildings within the municipality; and

4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 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 under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

2. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn

from school under Minn. Stat. § 120A.22, Subd. 8.

3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) (Residency Determined)
Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)
Minn. Stat. § 124D.68 (High School Graduation Incentives Program)
Minn. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)
MSBA Service Manual, Chapter 5, Various Educational Programs

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 510
Orig. 1995
Rev. 2019

510 SCHOOL ACTIVITIES

I. PURPOSE

The purpose of this policy is to impart to students, employees, and the community the school district's policy related to the student activity program.

II. GENERAL STATEMENT OF POLICY

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental, and emotional well-being. They are of secondary importance in relationship to the formal instructional program; however, they complement the instructional program in providing students with additional opportunities for growth and development.

III. RESPONSIBILITY

A. The school board expects all students who participate in school-sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.

B. The school board expects all spectators at school sponsored activities, including parents, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

C. The superintendent shall be responsible for disseminating information needed to inform students, parents, staff, and the community of the opportunities available within the school activity program and the rules of participation.

D. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. Those employees who conduct MSHSL activities shall be responsible for familiarizing students and parents with all applicable rules, penalties, and opportunities.

E. The superintendent shall be responsible for conducting an annual evaluation of school activity programs and presenting the results and any recommendations to the school board.

F. The school board will ensure that any funds raised for extracurricular activities will be spent only on extracurricular activities.

Legal References: Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)

Cross References: MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 713 (Student Activity Accounting)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 511
Orig. 1995
Rev. 2003

511 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.

III. RESPONSIBILITY

A. The building administrators shall be responsible for developing recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents, and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.

B. All fundraising activities must be approved, in advance, by the administration. Participation in nonapproved activities shall be considered a violation of school district policy.

C. The superintendent shall be responsible for providing coordination of student fundraising throughout the school district as deemed appropriate.

D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.

E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.

IV. ANNUAL REPORT

The superintendent shall report to the school board, at least annually, on the nature and scope of student fundraising activities approved pursuant to this policy.

Legal References: Minn. Stat. § 120A.20 (Age Limitations; Pupils)
Minn. Stat. § 123B.09, Subd. 8 (Duties)
Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 713 (Student Activity Accounting)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 512
Orig. 1995
Rev. 2002

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of official school publications and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

[Note: A school district generally will wish to reserve a forum it sponsors for its intended purpose in light of the special characteristics of the school environment. By doing so, the school district will have more authority/editorial control over student expression in such a forum. Sponsorship alone may not be enough, however. If the exercise of control is challenged, courts will examine factors such as whether the school district's purpose in creating the forum was educational, whether school officials supervised the publication or activity and exercised editorial control over the contents, whether the materials were produced as part of the curriculum, and whether students received grades and academic credit for the publication or activity. If a forum is reserved, regulation of student expression as in Section IV.B. of this policy will be permissible. If a forum is not reserved, but rather is opened for public communication by tradition or designation, then only the limited regulation of speech as described in Section IV.A. of this policy will be permissible.]

A. The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.

B. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.

C. Students who believe their right to free expression has been unreasonably restricted in an official student publication or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.

1. Students producing official school publications and activities shall be under the supervision of a faculty advisor and the school principal. Official publications and activities shall be subject to the guidelines set forth below.

2. Official school publications may be distributed at reasonable times and locations.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.

B. "Official school publications" means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as a part of the curriculum.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience

in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Expression in an official school publication or school-sponsored activity is prohibited when the material:

1. is obscene to minors;

2. is libelous or slanderous;

3. advertises or promotes any product or service not permitted for minors by law;

4. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;

5. expresses or advocates sexual, racial, or religious harassment or violence or prejudice;

6. is distributed or displayed in violation of time, place, and manner regulations.

B. Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content so long as the school district's actions are reasonably related to legitimate pedagogical concerns. These may include, but are not limited to, the following:

1. assuring that participants learn whatever lessons the activity is designed to teach;

2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;

3. assuring that the views of the individual speaker are not erroneously attributed to the school;

4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;

5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;

6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

C. Time, Place, and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.

2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways, and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)
Morse v. Frederick, 551 U.S. 393, 127 S.Ct. 2618, 168 L.Ed.2d 290 (2007)

Cross References: MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.

2. The school district will adopt guidelines for assessing and identifying students for participation in gifted and talented programs. The guidelines should include the use of:

    a. multiple objective criteria; and

b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

3. The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:

   a. assess a student's readiness and motivation for acceleration; and

   b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

4. The school district will adopt procedures which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities. The procedures must be sensitive to under-represented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 517
Orig. 1995
Rev. 2000

517 STUDENT RECRUITING

I. PURPOSE

The purpose of this policy is to prevent school district employees from exerting undue influence for purposes of securing or retaining the attendance of a student in a school.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school district to encourage employees to make available to all interested people information regarding the school district, its schools, programs, policies, and procedures. The purpose of such activity is to assist in the process of fully informed decision making regarding school enrollment and to enhance the visibility and image of the school district.

B. At the same time, the school district recognizes that the scope of such activity is limited by statutory authority and bylaws of the Minnesota State High School League. Accordingly, it shall be a violation of this policy for employees to exert undue influence for purposes of securing or retaining the attendance of a student in a school or to compete with another school district for the enrollment of students.

C. Employees are further prohibited from encouraging others to engage in such conduct on behalf of the school district.

III. DEFINITION

A. The terms "undue influence" or "competing for enrollment" shall include initiating any oral or written contact with a student from another school district who participates in a school-sponsored sport or activity which solicits the student's transfer to participate in a sport or activity.

B. The terms shall also include the awarding of tuition, allowance for board and/or room, allowance for transportation, priority in assignments of jobs, cash or gifts in any form, or any other privilege or consideration if not similarly available to all students.

IV. PROCEDURES

A. The school board shall adopt, by resolution, specific standards for acceptance and rejection of applications for open enrollment. Standards may include the capacity of a program, class, school building, or the statutory limits to nonresident enrollment in a particular grade level, or whether the student is currently expelled

for (1) possessing a dangerous weapon, as defined under federal law, at a school or school function; (2) possession or using an illegal drug at school or at a school function; (3) selling or soliciting the sale of a controlled substance while at school or a school function; or committing a first, second or third degree assault as described in state law. Standards for acceptance and rejection of open-enrollment applications are subject to the Graduation Incentives Program and may not include previous academic achievement, athletic or other extracurricular ability, disabling conditions, proficiency in the English language, previous disciplinary proceedings, or the student's district of residence.

B. Employees who violate the provisions of the policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, school district policies, and the bylaws of the Minnesota High School League, as applicable.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minnesota State High School League Bylaws

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA Service Manual, Chapter 10, Minnesota State High School League (MSHSL)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 518
Orig. 1995
Rev. 2003

518 DNR-DNI ORDERS

I. PURPOSE

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

II. GENERAL STATEMENT OF POLICY

A. The primary mission of the school district is education. DNR-DNI orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel.

B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.

C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.

D. The parent/guardian will be notified of the emergency as soon as possible.

E. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.

F. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI orders, shall be advised of and shall be given a copy of this policy.

Legal References: 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. §§ 12101-12213 (Americans with Disabilities Act)

Cross References:

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 519
Orig. 1995
Rev. 2002

519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.

B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

A. In the case of an investigation pursuant to the Maltreatment of Minors Act, Minn. Stat. § 626.556, Subd. 10, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. The interview may take place outside the presence of the perpetrator or parent, legal custodian, guardian, or school district official.

B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minn. Stat. § 626.556, Subd. 10 (c) may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a

part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.

C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.

D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.

E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 626.556, Subd. 10(c) and (d) (Duties of Local Welfare Agency and Local Law Enforcement Agency Upon Receipt of a Report)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or

Physical or Sexual Abuse)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 522
Orig. 1995
Rev. 2020

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

[Note: On May 6, 2020, the U.S. Department of Education, Office for Civil Rights (OCR), released the long-awaited final rule amending Title IX regulations at 34 C.F.R. Part 106. These regulations, which go into effect on August 14, 2020, are the first Title IX regulations applicable to sexual harassment and are applicable to complaints by both school district students and employees. The extensive regulations will require districts to revise their policies and procedures with respect to sexual harassment and ensure that administration and staff are trained on the new requirements.

The final rule requires school districts to provide notice of its nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the school district will respond to the following groups: applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the school district. 34 C.F.R. § 106.8(b). The provisions of this policy generally conform to the requirements of the new regulations].

I. GENERAL STATEMENT OF POLICY

A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

[INSERT: NAME(S) TITLE(S) PHONE NUMBER(S) OFFICE ADDRESS(ES) EMAIL ADDRESS(ES)]

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

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

II. DEFINITIONS

A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.

B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.

C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).

A. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

B. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

C. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.

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

2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.

D. "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.

E. "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.

F. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.

G. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

H. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);

2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or

3. Any instance of sexual assault (as defined in the Clery Act, 20 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).

I. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

J. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administrating the grievance process.

2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.

3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.

4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as

the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

[NOTE: It is recommended that school districts designate a primary Title IX Coordinator and at least one alternate Title IX Coordinator so that the alternate can undertake Title IX Coordinator responsibilities in the event the primary Title IX Coordinator is a party to a complaint, or is otherwise not qualified under this policy to serve in that role in a particular case.]

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.

2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.

3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.

2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid

credibility determinations based solely on a person's status as a complainant, respondent, or witness.

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

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 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 school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

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

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

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

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice

will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

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

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.

2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

[NOTE: The Title IX regulations require reasonably prompt timeframes for conclusion of the grievance process, but do not specify any particular timeframes. The time periods below are suggested. School districts may establish their own district-specific timeline, although it is recommended that legal counsel be consulted before adjusting time periods.]

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.

2. An appeal of a determination of responsibility or of a decision dismissing a

formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.

3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.

4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.

5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

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

2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.

C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filling a formal complaint.

B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's

wishes is not clearly unreasonable in light of the known circumstances.

D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:

1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;

2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;

3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;

5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and

6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:

a. The school district undertakes an individualized safety and risk analysis;

b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and

c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision

immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

[NOTE: The interrelationship between the Title IX regulations authorizing the emergency removal of student and the Minnesota Pupil Fair Dismissal Act (MPFDA) is unclear at this time. School districts should consult with legal counsel regarding the emergency removal of a student. At a minimum, it is recommended that school districts provide alternative educational services, as defined in the MPFDA, to any student so removed under the Title IX regulations.]

B. Employee Administrative Leave

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

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.

B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.

C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.

D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under

which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

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

VIII. DISMISSAL OF A FORMAL COMPLAINT

A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:

1. Would not meet the definition of sexual harassment, even if proven;

2. Did not occur in the school district's education program or activity; or

3. Did not occur against a person in the United States.

B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:

1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;

2. The respondent is no longer enrolled or employed by the school district; or

3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.

C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.

D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

[NOTE: For example, school districts are reminded of the obligation under Minn. Stat. § 122A.20, subd. 2, to make a mandatory report to PELSB concerning any teacher who resigns during the course of an investigation of misconduct.]

IX. INVESTIGATION OF A FORMAL COMPLAINT

A. If a formal complaint is received by the School District, the school district will

assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.

C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.

D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.

E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

[NOTE: The Title IX regulations do not require school districts to conduct live hearings as part of the decision-making phase of the grievance process. Accordingly, this Policy does not include procedures for a live hearing. If a school district desires to create such procedures, legal counsel should be consulted.]

A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.

C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:

1. Identification of the allegations potentially constituting sexual harassment;

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the school district's code of conduct to the facts;

5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and

6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.

E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

F. The written determination of responsibility must be provided to the parties simultaneously.

G. The Title IX Coordinator is responsible for the effective implementation of any remedies.

H. The determination regarding responsibility becomes final either on the date that the

school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.

D. The written decision describing the result of the appeal must be provided simultaneously to the parties.

E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex

discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.

C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:

1. The Title IX definition of sexual harassment;

2. The scope of the school district's education program or activity;

3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;

4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and

6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.

B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.

C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training

materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.

B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.

C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;

2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;

3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and

4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

[NOTE: School districts should consider amending their respective retention schedules to reflect the recordkeeping requirements discussed below].

A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:

1. The basis for the school district's conclusion that its response to the report

or formal complaint was not deliberately indifferent;

2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and

3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.

4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

B. The school district must also maintain for a period of seven calendar years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;

2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments 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: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 523
Orig. 1995
Rev. 2012

523 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in the school district's policies are applicable to students as well as to employees. In order to avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies which also apply to students:

Model Policy 102	Equal Educational Opportunity
Model Policy 103	Complaints – Students, Employees, Parents, Other Persons
Model Policy 206	Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
Model Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Model Policy 305	Policy Implementation
Model Policy 413	Harassment and Violence
Model Policy 417	Chemical Use and Abuse
Model Policy 418	Drug-Free Workplace/Drug-Free School
Model Policy 419	Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
Model Policy 420	Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions
Model Policy 511	Student Fundraising
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention
Model Policy 610	Field Trips
Model Policy 613	Graduation Requirements
Model Policy 614	School District Testing Plan and Procedure
Model Policy 615	Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students
Model Policy 616	School District System Accountability
Model Policy 707	Transportation of Public School Students
Model Policy 708	Transportation of Nonpublic School Students
Model Policy 709	Student Transportation Safety Policy
Model Policy 710	Extracurricular Transportation
Model Policy 711	Video Recording on School Buses
Model Policy 712	Video Surveillance Other Than on Buses
Model Policy 801	Equal Access to School Facilities

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References:

Cross References:

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 525
Orig. 1996
Rev. 2017

525 VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]

I. PURPOSE

The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school district supervision.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to strictly enforce its weapons policy (Policy 501).

B. The policy of the school district is to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.

C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.

D. The school district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

III. IMPLEMENTATION OF POLICY

A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.

B. The school board and administration will inform staff and students annually of

policies and procedures related to violence prevention and weapons.

C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.

D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.

E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.

F. Students who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506).

G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.

H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minn. Stat. § 121A.05.

I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). "Gang" as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A "pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

J. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

IV. PREVENTION STRATEGIES

The school district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

[Note: The school board can adopt any of the prevention strategies that it intends to implement in its schools, including some or all of the following sample strategies.]

A. Adopt a district crisis management policy to address potential violent crisis situations in the district.

B. Provide training in recognition, prevention, and safe responses to violence and development of a positive school climate.

C. Coordinate a local school security review committee or task force comprised of school officials, law enforcement, parents, students, and other youth service providers to advise on policy implementation.

D. In-service training for personnel in aspects of reporting, visibility, and supervision as deterrents to violence.

E. In-service training for personnel and school board members by experts familiar with sexual abuse, domestic violence, and personal safety issues on the following: helping students identify violence in the family and the community so that students may learn to resolve conflicts in effective, nonviolent ways; responding to a disclosure of child sexual abuse in a supportive, appropriate manner; and/or complying with mandatory reporting requirements under the Maltreatment of Minors Reporting Act.

F. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.

G. Establish a curriculum committee that explores ways of teaching students violence prevention strategies, law-related education, and character/values education (universal values, e.g., honesty, personal responsibility, self-discipline, cooperation, and respect for others).

H. Establish clear school rules that prevent and deter violence.

I. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.

J. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.

K. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.

L. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy, and identify differences in behavior and values that conflict with their own.

M. Develop student safety forums that both inform and elicit students' ideas about particular safety problems in the building.

N. Develop a student photo or name identification system for quick identification of the student in case of emergency.

O. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.

P. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.

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

R. Develop curriculum on child sexual abuse prevention for students, including age-appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. The curriculum may be created in consultation with federal, state, and local agencies and community-based organizations, including the Child Information Gateway website maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse.

S. Provide training to all school personnel on recognizing and preventing sexual abuse and sexual violence which may include training on mandatory reporting

requirements provided on the Department of Education's website and reviewing the Code of Ethics for Minnesota Teachers.

V. STUDENT SUPPORT

A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.

B. Students will be apprised of school board policies designed to protect their personal safety.

C. Students will be provided with information as to school district and building rules regarding weapons and violence.

D. Students will be informed of resources for violence prevention and proper reporting.

VI. PERSONNEL

A. School district personnel shall comply with the school weapons policy (Policy 501) and the school hazing policy (Policy 526).

B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.

C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

Legal References:
Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 120B.22 (Violence Prevention Education)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.64 (Notification)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)

18 U.S.C. § 921 (Definition of Firearm)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
McIntire v. Bethel School, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)
Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 504 (Student Dress and Appearance)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

Adopted:_____ *MSBA/MASA Model Policy 527*
Orig. 1998
Revised:_____ *Rev. 2002*

527 STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools, and to protect the health, safety, and welfare of students and school personnel.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety, and welfare of students and school personnel. This policy applies to all students in the school district.

III. DEFINITIONS

A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.

B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent, 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.

C. "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.

D. "School district location" means property that is owned, rented, leased, or

borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus[es] during the school day only if there is an emergency and permission has been granted to the student by ___*(designated school official)*___ to use a motor vehicle. Students are permitted to use motor vehicles in school district locations outside of the school day only on the high school campus[es].

[Note: This portion of the policy may need to be modified depending upon the designation of the high school campus as open or closed. For example, the school district may choose to adopt language for an open campus in the second sentence such as "Students may use motor vehicles on the high school campus[es] during the school day only during the student's designated lunch period or if there is an emergency and permission has been granted to the student by __(designated school official)__ to use a motor vehicle during the school day."]

V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, or in [***other designated areas, e.g., parking lots designated for use only by staff or by the general public***].

B. When there are unauthorized vehicles parked on school district property, school officials may:

1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or

2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

VI. PATROLS, INSPECTIONS, AND SEARCHES

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of

motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

A. Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches, and/or Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches, and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VII. DIRECTIVES AND GUIDELINES

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. Approved directives and guidelines shall be attached as an addendum to this policy.

[Note: Some school districts may choose to allow students to park their cars in school

district locations, such as designated student parking lots, by permit only. Such a permit system can be used to assist in the dissemination and enforcement of the motor vehicle policy. For example, school districts instituting a permit system can advise students who apply for a permit that the motor vehicle policy exists and that their motor vehicles are subject to inspection and search by school officials. An acknowledgment form, such as the sample attached to this policy, can then be utilized to document the notice given and the student's receipt of the policy.]

[Note: If a school district institutes a permit system and intends to charge students a fee for parking permits, the procedures in Minn. Stat. § 123B.38 must be followed before the fees are implemented.]

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Legal References:
U. S. Const., amend. IV
Minn. Const., art. I, §10
Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)

Cross References:
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 528
Orig. 1999
Rev. 2003

528 STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.

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

F. The school board has designated _____ [title, name, office address, and telephone number] as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

H. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in Policy 522 – Student Sex Nondiscrimination.

Legal References: 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)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

MODEL NOTICE

STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

To: (Staff Name)

From: (Administrative Official)

Date of Notice:

This notice is sent to inform you that the following student has a history of violent behavior. The notice is sent to assist you in helping this student to be successful and ensuring the safety of students and staff.

You can use what you have learned about the student's history of violent behavior only to the extent allowed by school district policy. The data on this form are private data under state and federal law, and the student's privacy rights must be protected.

Student's name:

Incident(s) of violence:

If staff have a legitimate educational interest, provide the following information.

Description/Explanation of incident(s) if known (Specifically include any mitigating factors, e.g. self-defense, defense of others, medication issues):

The types of situations that might trigger violent behavior by this student, if known (e.g. triggers for frustration or anger):

Strategies or interventions that are successful with this student, if known:

The following documents may be available for you to review regarding this student:

____ IEP
____ §504 Plan
____ Functional Behavioral Assessment
____ Reports or statements by school staff
____ Information provided by the parent or guardian

Additional information may be available to you based on your legitimate educational interest.

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 530
Orig. 1999
Rev. 2017

530 IMMUNIZATION REQUIREMENTS

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:

1. a statement from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter "medical statement"), affirming that the student received the immunizations required by law, consistent with medically acceptable standards; or

2. a medical statement affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Section III.A. or III.B., above, or statement of immunization set forth in Section IV., below, to the superintendent of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.

D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.

E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III.A. or III.B., above, or Section IV., below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.

F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

A. The parent or guardian of a minor student or an emancipated student submits a signed medical statement affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or

B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

A. The school district will develop and implement a procedure to:

1. notify parents and students of the immunization and exemption requirements by use of a form approved by the Department of Health;

2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;

3. review student health records to determine whether the required information has been provided; and

4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

[See Attachments A, B, C, and D.]

B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.

B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.

C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.

D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist in the transfer of the student's immunization file to the post-secondary educational institution.

VII. OTHER

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 531
Orig. 2003
Rev. 2003

531 THE PLEDGE OF ALLEGIANCE

[Note: Recitation of the Pledge of Allegiance by students and instruction of students as provided in this policy are required by statute. Also, the statement in Part III., below, must be included in the student handbook or a policy guide. A local school board or a charter school board of directors may waive these statutory requirements by a majority vote taken annually. If the local school board or charter school board of directors waives the requirement to recite the Pledge of Allegiance, it may adopt a district or school policy regarding the reciting of the Pledge of Allegiance.]

I. PURPOSE

The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of America ~~one or more times each week~~ daily on days school is in session. The recitation shall be conducted:

A. By each individual classroom teacher or the teacher's surrogate; or

B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

III. EXCEPTIONS

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

Legal References: Minn. Stat. § 121A.11, Subd. 3 (Pledge of Allegiance)
Minn. Stat. § 121A.11, Subd. 4 (Instruction)

Cross References:

535 SERVICE ANIMALS IN SCHOOLS

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

III. DEFINITIONS

A. Service Animal

A "service animal" is a dog (regardless of breed or size) or miniature horse that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on that individual's behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. "Work or tasks" are those functions performed by a service animal.

2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other

tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school-sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.

B. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:

1. Is the service animal required because of a disability; and

2. What work or tasks is the service animal trained to perform.

C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.

D. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

A. The service animal must be required for the individual with a disability.

B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.

C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

D. The service animal must be housebroken.

E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.

F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.

G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.

H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.

B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because

of a disability and to describe the work or tasks that the service animal is trained to perform.

C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:

1. Any of the requirements described in Part V., above, are not met.

2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;

3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or

4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.

B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;

B. Whether the handler has sufficient control of the miniature horse;

C. Whether the miniature horse is housebroken; and

D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general,

allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

XII. LIABILITY

A. The owner of the service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.

B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
Minn. Stat. § 256C.02 (Public Accommodations for Persons with Disabilities)
Minn. Stat. § 363A.19 (Discrimination Against Blind, Deaf, or Other Persons with Physical or Sensory Disabilities Prohibited)
Minn. Stat. § 609.226 (Harm Caused by Dog)
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

Cross References: MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

Adopted:_____ *MSBA/MASA Model Policy 602*
Orig. 1995
Revised:_____ *Rev. 2017*

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Commissioner of Education under Minn. Stat. § 124D.126. A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minn. Stat. § 122A.40, Subds. 7 and 7a, or Minn. Stat. § 122A.41, Subds. 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the

calendar year.]

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of $400,000 or more affecting a school district school facility.

2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minn. Stat. § 123A.30, § 123A.32, or § 123A.35 with a school district that qualifies under Section III.B.1.

3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

[Note: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]

IV. SCHOOL DAY RESPONSIBILITY

A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.

C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

A. An "e-learning day" is a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.

B. A school district may designate up to five e-learning days in one school year.

C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.

D. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.

E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.

F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.

G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

Legal References: Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 604
Orig. 1995
Rev. 2017

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;

2. Mathematics and science;

3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);

4. Health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;

6. Career and technical education; and

7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § 120B.022, Subd. 1.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required

in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.

1. In the school district's discretion, training and instruction may result in CPR certification.

2. CPR and AED instruction must include CPR and AED training that have been developed:

   a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or

   b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.

3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.

4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who

has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;

2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;

4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;

5. help students access education and career options;

6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;

7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H. beginning in the 2013-2014 school year.]

I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.

1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the

fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.

2. A school or district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.

3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.

4. Schools and districts may administer civics test questions as part of the social studies curriculum.

5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.

6. The school district cannot charge a fee related to this requirement.

[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 605
Orig. 1999
Rev. 1999

605 ALTERNATIVE PROGRAMS

I. PURPOSE

The purpose of this policy is to recognize the need for alternative education programs for some school district students.

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative program options for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

A. It shall be the responsibility of the superintendent to identify alternative program opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative programs. The superintendent shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational programs to the school board.

B. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional

Services)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:

1. support the goals and objectives of the education programs;

2. consider the needs, age, and maturity of students;

3. foster respect and appreciation for cultural diversity and varied opinion;

4. fit within the constraints of the school district budget;

5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;

6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and

patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 607
Orig. 1995
Rev. 2005

607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to address the groupings of grade levels as recognized in Minn. Stat. § 120A.05, as follows:

[Note: Each school district should identify within the groupings as defined in Minn. Stat. § 120A.05, how grade levels shall be organized within the school district from the options listed below:

Elementary:	***Grades prekindergarten through 6***
Middle:	***Minimum of two consecutive grades above 4th but below 10th***
Secondary:	***(Grades 7 through 12)***
Junior High	***Grades ___ through ___***
Senior High	***Grades ___ through ___***
Vocational	***Grades 7 through 12]***

B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

III. DEFINITIONS

A. "Kindergarten" means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.

B. "Prekindergarten" means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

Legal References: Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Cross References:

608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

[Note: The provisions of this policy substantially reflect statutory and regulatory requirements.]

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. RESPONSIBILITIES

A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.

B. The school district shall ensure that all qualified disabled children are provided special education and related services which are appropriate to their educational needs.

C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 125A.02 (Definition of Child with a Disability)
Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 609
Orig. 1995
Rev. 2000

609 RELIGION

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.

B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.

C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.

D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:

1. The proposed activity must have a secular purpose.

2. The primary objective of the activity must be one that neither advances nor inhibits religion.

3. The activity must not foster excessive governmental relationships with religion.

4. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.

B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References:
U. S. Const., amend. I
Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)
Minn. Stat. § 120A.35 (Absence From School for Religious Observance)
Minn. Stat. § 121A.10 (Moment of Silence)
Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)
Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290, 120 S.Ct. 2266 (2000)
Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251, 120 S.Ct. 2706 (2000)
Lemon v. Kurtzman, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)
Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690 F.3d 996 (8th Cir. 2012)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)
Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d 1136 (D. Minn. 2009)
LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. 63 (1940)
Minn. Op. Atty. Gen. 120 (1924)
Minn. Op. Atty. Gen. 121 (1924)

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

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 610
Orig. 1995
Rev. 2012

610 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).

2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.

B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.

C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.

D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.

E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.

1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.

2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)

Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

611 HOME SCHOOLING

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minn. Stat. § 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (Minn. Stat. § 120A.22, Subd. 1)

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minn. Stat. § 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by Minn. Stat. § 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year. (Minn. Stat. § 121A.15, Subd. 8)

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request, as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided in Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental

cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for any of these purposes.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (in which five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4)

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.

B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

[Note: The provisions of Article VIII. - Shared Time Programs do not make a determination as to whether Shared Time Programs should be offered to any pupil. However, home-schooled children are required to be treated the same as all other nonpublic school children.]

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

1. Minnesota State High School League-sponsored activities (in which six or more students receive instruction in the home school or the home school students are not residents of the school district).

   A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative

sponsorship arrangement as provided in Minnesota State High School League Bylaw 403.00. The approval of such an arrangement shall be at the discretion of the school board.

a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.

b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.

c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.

2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.

2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 123B.36 (School Boards May Require Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.42 (Textbooks, Individual Instruction Material,

Standard Tests)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (Textbooks, Individualized Instruction Materials, Standardized Tests)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 510 (School Activities)

612.1 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

[Note: This policy reflects recent federal statutory changes made by the Every Student Succeeds Act (ESSA) which require school districts and schools to meet with parents and jointly develop parent and family engagement policies at both a district wide and school building level. This policy lists the required components of the parent and family engagement policies described herein and serves as a framework for their development. The policies and these components are mandatory in order for the school district to receive federal funds under this program.]

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the engagement of parents and families in its Title I programs.

B. The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written parent and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for meaningful parent and family involvement and describe how the school district will:

A. Involve parents and family members in the joint development of the school district's Title I plan and the development of support and improvement plans;

B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;

D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;

E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parent and family engagement policies; and

F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

A. The policy will describe the means by which each school with a Title I program will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;

3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.

B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;

2. Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.

3. Address the importance of communication between teachers and parents on an on-going basis through the use of:

   a. Annual parent-teacher conferences to discuss the compact and the child's achievement;

   b. Frequent progress reports to the parents; and

   c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.

   d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:

1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;

2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;

4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;

5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

6. Provide such other reasonable support for parental involvement activities as requested by parents.

D. The policy will also describe the process to be taken if the school district and school choose to:

1. Involve parents in the development of training for school staff to improve the effectiveness of such training;

2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;

3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

4. Train parents to enhance the involvement of other parents;

5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation in school-related activities;

6. Adopt and implement model approaches to improving parental involvement;

7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and

8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.

E. To carry out the requirements of parent and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents.

F. The school district and each school shall inform parents and parent organizations of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (Parent and Family Engagement)

Cross References:

Adopted:_____
Revised:_____

MSBA/MASA Model Policy 613
Orig. 1997
Rev. 2019

613 GRADUATION REQUIREMENTS

[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.

B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

E. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

IV. DISTRICT ASSESSMENT COORDINATOR

(*Position Title*) shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

B. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an

assessment to graduate from high school.

F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;

B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;

C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;

D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and

G. A minimum of seven elective credits.

H. Credit equivalencies

1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.

2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or

physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.

4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.

5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards:

1. School District Standards, Health (K-12);

2. School District Standards, Career and Technical Education (K-12); and

3. School District Standards, World Languages (K-12).

B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12;

3. Minnesota Academic Standards, Science K-12;

4. Minnesota Academic Standards, Social Studies K-12; and

5. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

A. All course or standards and credit requirements must be met;

B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and

C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for

Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the particular school district.]

A. Superintendent

1. Responsibilities before testing.

a. Designate a district assessment coordinator and district technology coordinator.

b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.

c. Annually review and recertify staff who have access to MDE secure systems.

d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]

e. Establish a culture of academic integrity.

f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.

g. Ensure student information is current and accurate.

h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.

i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.

k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.

b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.

c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.

d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.

e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.

f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.

b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.

(1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.

d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.

e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

f. Establish district testing schedule within the testing windows specified by the MDE and service providers.

g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.

(1) Provide training on proper test administration and test security (Pearson's Training Management System).

(2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

c. Return secure test materials as outlined in applicable manuals and resources.

d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.

e. Review student assessment data and resolve any issues.

f. Distribute Individual Student Reports no later than fall parent/teacher conferences.

g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

a. Designate a school assessment coordinator and technology coordinator for the building.

b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.

c. Read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.

e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.

f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.

g. Verify that all test monitors and test administrators receive proper training for test administration.

h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.

i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

2. Responsibilities on testing day(s).

a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.

a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.

b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.

a. Implement test administration and test security policies and procedures.

b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.

g. Maintain security of test content and test materials.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

(4) Identify need for additional test materials to district assessment coordinator.

(5) Provide MTAS student data collection forms if necessary.

(6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.

(7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.

b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.

c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.

d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.

e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]

f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

a. Ensure that all paper test materials are kept locked and secure and security checklists completed.

b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

d. Return secure test materials as outlined in applicable manuals and resources.

e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.

f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.

2. Acquire all necessary user identifications and passwords.

3. Read and complete the *Assurance of Test Security and Non-Disclosure*.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

5. Attend district training and any service provider technology training.

6. Review, use, and be familiar with all service provider technical documentation.

7. Prepare computers and devices for online testing.

8. Confirm site readiness.

9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.

   a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

   b. Attend trainings related to test administration and security.

   c. Complete required training course(s) for tests administering.

   d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.

   e. Be knowledgeable regarding student accommodations.

   f. Remove or cover any instructional posters or visual materials in the testing room.

2. Responsibilities on testing day(s).

   a. Before test.

      (1) Receive and maintain security of test materials.

      (2) Verify that all test materials are received.

      (3) Ensure proper number of computers/devices or paper accommodated test materials are present.

      (4) Verify student testing tickets and appropriate allowable materials.

      (5) Assign numbered test books to individual students.

      (6) Complete information as directed.

(7) Record extra test materials.

b. During test.

(1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.

(2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After test.

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.

e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

a. Before the test.

(1) Maintain security of materials.

(2) Confirm appropriate MTAS materials are available and prepared for student.

b. During the test.

(1) Administer each task to each student and record the score.

(2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.

(3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(4) Document and report and unusual circumstances to district or school assessment coordinator.

c. After the test.

(1) Keep materials secure.

(2) Return all materials.

(3) Return objects and manipulatives to classroom.

(4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.

a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.

b. Ensure English language and special education designations are current and correct for students testing based on those designations.

c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.

a. Ensure accurate enrollment of students in schools during the accountability windows.

b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.

c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

A. Test Security Procedures will be adopted by school district administration.

[Note: A sample procedure that has been approved by MDE is included in the 614 Form file of the Policy Reference Manual.]

B. Students will be informed of the following:

1. The importance of test security;

2. Expectation that students will keep test content secure;

3. Expectation that students will act with honesty and integrity during test administration;

4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

   If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.

2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]

5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.

6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.

8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.

9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.

10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References:
Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

*Adopted:*_____ *MSBA/MASA Model Policy 615*
Orig. 1997
*Revised:*_____ *Rev. 2019*

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.

2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.

3. Eligibility Requirements

a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:

(1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;

(2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;

(3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;

(4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;

(5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

(1) Student's disability category;

(2) Placement;

(3) Participation in a separate, specialized curriculum;

(4) An expectation that the student will receive a low score on the MCA;

(5) Language, social, cultural, or economic differences;

(6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.

2. Eligibility Requirements

a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.

c. For students in grades that the MTAS is not administered:

(1) the student must have cognitive functioning significantly below age level;

(2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and

(3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.

d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.

e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

3. Alternate ACCESS participation decisions must not be made on the following factors:

a. Student's disability category;

b. Participation in a separate, specialized curriculum;

c. Current level of English language proficiency;

d. The expectation that the student will receive a low score on the ACCESS for ELs;

e. Language, social, cultural, or economic differences;

f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through minnesotapearsonaccessnext.com.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf).

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References:
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf
Alternate ACCESS for ELLs Participation Guidelines, https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 618
Orig. 1998
Rev. 2019

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.

B. "Academic standard" means a summary description of student learning in a required content area or elective content area.

C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.

D. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

E. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

F. "Computer-adaptive assessments" means fully adaptive assessments.

G. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

H. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.

I. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.

J. "Fully adaptive assessments" include on-grade level test items and items that may be above or below a student's grade level. ***[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]***

K. "On-grade level" test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.

L. "Required standard" means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

A. The ***[school board/superintendent/director of instruction]*** shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.

B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.

C. Staff members will be expected to utilize staff development opportunities to the

extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.

2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:

   a. computer-adaptive reading and mathematics assessments in grades 3 through 8;

   b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and

   c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).

3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.

4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's

final grade in a course, or place a student's assessment score on the student's transcript.

5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Commissioner of Education must create and publish a form for parents and guardians that:

   a. explains the need for state academic standards;

   b. identifies the state assessments that are aligned with state standards;

   c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;

   d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;

   e. summarizes the provisions in Minn. Stat. § 120B.301(a) and (c); and

   f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.

2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:

1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;

2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and

3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.

B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.

C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.

B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the

students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 619
Orig. 1998
Rev. 2017

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.

B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.

D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality,

vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 623
Orig. 1999
Rev. 2019

623 MANDATORY SUMMER SCHOOL INSTRUCTION

I. PURPOSE

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services.

II. GENERAL STATEMENT OF POLICY

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district.

III. PROCEDURES

A. The school district shall offer summer school instruction providing opportunities for:

[Note: The following are for illustrative purposes. Summer school instructional offerings are a policy decision to be determined by the local school board.]

1. Remedial instruction at the _____ level(s);

2. Make-up and review courses at the _____ level(s);

3. Special education instruction and services related to mandatory summer school instruction consistent with applicable state and federal authority for all qualified disabled children where appropriate to their educational needs;

4. Reading intervention programs or instruction for students who are at risk of not learning to read before the end of second grade; and

5. Other mandatory summer school programs as determined by the school district.

B. All services of the summer school program will be free to residents of the school district whose need for a summer program has been identified by teachers or the school principal and who are required to attend pursuant to established school district criteria and the provisions of this policy.

C. The summer school curriculum will be established in line with the needs of students and in accordance with rules of the Department of Education. Remedial, make-up, and review courses shall provide opportunities for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It shall further be designed to assist students who have not passed one or more basic requirements tests and who are in need of remediation services relating to the school district's graduation standards or who have been identified as at risk of not learning to read before the end of second grade.

D. Summer school provides the opportunity for students to improve basic skills, further their academic progress, and/or accelerate in designated academic areas. The intent of the school district is to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

IV. MANDATORY SUMMER SCHOOL INSTRUCTION

[Note: The Compulsory Instruction Law at Minn. Stat. § 120A.22, Subd. 5, specifically authorizes school districts to require children subject to compulsory instruction to attend summer school. Each school district that wishes to implement mandatory summer school instruction must establish the criteria and standards for determining which students will be required to receive such instruction. These criteria should be developed and determined by the school board in consultation with appropriate educational professionals. The final criteria and standards should be provided with specificity in this section. These criteria are within the discretion of the school board and may be tailored to a school district's particular needs and resources. They may be aimed at certain grade levels, academic areas and programs, or at students in need of remediation services relating to the school district's graduation standards and basic requirements testing.]

[Also, pursuant to Minn. Stat. § 120B.12, as of the 2011-2012 school year, school districts must identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Such students must be screened for characteristics of dyslexia. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. School districts must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners. School districts must use a locally adopted, developmentally appropriate, and culturally responsive assessment. School districts are required to provide reading intervention methods for such students, which may include requiring student attendance in summer school.]

[Alternative]

The school board will direct the administration to identify and develop specific criteria and standards for determining which students must receive summer school instruction.

These will be provided to the school board for review and approval on no less than an annual basis. Following school board approval, the criteria and standards for mandatory summer school instruction will be included in this policy as Attachment A and incorporated herein by reference.

V. TRANSPORTATION SERVICES

A. The school district shall make available transportation services for all students required to receive instruction in the school district's summer school program in accordance with Minn. Stat. § 120A.22, Subd. 5(b). The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

B. The school board shall retain sole discretion, control, and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

VI. SCHOOL BOARD REVIEW

The superintendent or designated representative shall report at least annually to the school board regarding the status and utilization of programs under this policy. All summer school programs will be subject to annual review and approval by the school board.

Legal References:
Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)
Minn. Rules Part 3501 (Graduation Standards)

Cross References:
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)

624 ONLINE LEARNING OPTIONS

[Note: The provisions of this policy substantially reflect the statutory requirements of Minn. Stat. § 124D.095, the Online Learning Option Act.]

I. PURPOSE

The purpose of this policy is to recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.

B. The school district shall grant academic credit for completing the requirements of an online learning course or program.

C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.

D. The school district shall continue to provide non-academic services to online learning students.

E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

[Note: The school district may itself offer digital learning to its enrolled students. Such digital learning does not generate online learning funds. To the extent digital learning is offered by the school district only to its enrolled students, it is not subject to the Minnesota Department of Education (MDE) reporting or review requirements unless the school district is a full-time online learning provider. See Minn. Stat. § 124D.095, Subd. 4(d) and (e).

To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school

district does not incur more than an incidental cost as a result of providing access electronically. See Minn. Stat. § 123B.42.]

III. DEFINITIONS

A. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

B. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

C. "Enrolling district" means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.

D. "Full-time online learning provider" means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

E. "Online learning course syllabus" is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.

F. "Online learning" is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.

G. "Online learning student" is a student enrolled in an online learning course or program delivered by an authorized online learning provider.

H. "Online learning provider" is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.

I. "Student" is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.

J. "Supplemental online learning" means an online learning course taken in place of a course period at a local district school.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.

2. The school district will receive and maintain information provided to it by online learning providers.

3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.

4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.

2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.

3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must

notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.

4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.

6. An online learning student may complete course work at a grade level that is different from the student's current grade level.

7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.

3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.

4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.

2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.

3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.

4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.

5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42, Subd. 1a (Curriculum; Electronic Components)
Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.

B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.

C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.

D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances

for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.

E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.

F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).

C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.

D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

III. REQUIREMENT

A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.

B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.

C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.

D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure

budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

Legal References: Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)

Cross References: MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA Service Manual, Chapter 7, Education Funding

Adopted:_____ *MSBA/MASA Model Policy 702*
Orig. 1995
Revised:_____ *Rev. 2006*

702 ACCOUNTING

[Note: The provisions of this policy reflect the applicable statutes and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts provided for in guidelines adopted by the Minnesota Department of Education.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

III. MAINTENANCE OF BOOKS AND ACCOUNTS

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to Minn. Stat. § 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with Minn. Stat. §123B.79, as amended, or other applicable statute.

V. REPORTING

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. Each year, the school district shall also provide for the publication of the financial information specified in Minn. Stat. §123B.10 in the manner specified therein.

Legal References: Minn. Stat. § 123B.02 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)

Minn. Stat. § 123B.75 (Revenue)
Minn. Stat. § 123B.76 (Expenditures)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 123B.78 (Cash Flow, Revenues, Borrowing, Deficits)
Minn. Stat. § 123B.79 (Permanent Fund Transfers)
Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

Cross References: MSBA/MASA Model Policy 703 (Annual Audit)
MSBA Service Manual, Chapter 7, Education Funding

703 ANNUAL AUDIT

[Note: The provisions of this policy reflect the applicable statutes and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT

A. The school board shall appoint independent certified public accountants to audit, examine, and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.

B. After the close of each fiscal year, the books, records, and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.

C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by Minn. Stat. § 123B.14, Subd. 7.

D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.

E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance Audit Guide issued by the Office of the State Auditor.

F. The school board must approve the audit report by resolution or require a further or amended report.

G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.

H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minn. Stat. Ch. 6.

Legal References: Minn. Stat. Ch. 6 (State Auditor)
Minn. Stat. § 123B.02 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)
Minn.Stat. § 123B.77, Subds. 2 and 3 (Audited Financial Statements; Statement for Comparison and Correction)

Cross References: MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 704
Orig. 1995
Rev. 2009

704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM

I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS). In addition, the inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

IV. REPORT

The administration shall annually update the property records of the school district and provide an inventory of the fixed assets of the school district to the school board.

Legal References: Minn. Stat. § 123B.02 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.51 (Schoolhouse and Sites; Access for Noncurricular Purposes)

Cross References: MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

705 INVESTMENTS

[Note: The provisions of this policy substantially reflect legal requirements.]

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

III. SCOPE

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

IV. AUTHORITY; OBJECTIVES

A. The funds of the school district shall be deposited or invested in accordance with this policy, Minn. Stat. Ch. 118A and any other applicable law or written administrative procedures.

B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows

1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.

2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.

3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

A. The _____ of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees but shall remain responsible for the operation of the program.

B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

VI. STANDARD OF CONDUCT

The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion, and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment, and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

VII. MONITORING AND ADJUSTING INVESTMENTS

The investment officer shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets, and the relative value of competing investment instruments.

VIII. INTERNAL CONTROLS

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed by the school board and shall be annually reviewed for compliance by the school district's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes, or imprudent actions by officers, employees, or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping,

avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

The school district may invest its available funds in those instruments specified in Minn. Stat. §§ 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds. The assets of an other postemployment benefits (OPEB) trust or trust account established pursuant to Minn. Stat. § 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minn. Stat. Ch. 118A or § 356A.06, Subd. 7. Investment of funds in an OPEB trust account under Minn. Stat. § 356A.06, Subd. 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein, and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

A. Limitations on instruments, diversification, and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.

B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.

1. The investment officer shall prepare and present a table to the school board for review and approval. The table shall specify the maximum percentage of the school district's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved table shall be attached as an exhibit to this policy and shall be incorporated herein by reference.

2. The investment officer shall prepare and present to the school board for its review and approval a recommendation as to the maximum percentage of the total investment portfolio that may be held in any one depository. The approved recommendation shall be attached as an exhibit or part of an exhibit to this policy and shall be incorporated herein by reference.

3. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues.

Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.

B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

XIII. SAFEKEEPING AND COLLATERALIZATION

A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minn. Stat. §

118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.

B. Deposit-type securities shall be collateralized as required by Minn. Stat. § 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.

C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than $1,000,000.

XIV. REPORTING REQUIREMENTS

A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any narrative necessary for clarification.

B. The investment officer shall prepare and submit to the school board a quarterly investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter and describe the investment portfolio in terms of investment securities, maturities, risk characteristics, and other features. The report shall summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter. The report shall explain the quarter's total investment return and compare the return with budgetary expectations. The report shall include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies. Copies of the report shall be provided to the school district's auditor.

C. Within ninety (90) days after the end of each fiscal year of the school district, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions and improvements that might be made in the investment program.

D. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate

or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of Minn. Stat. § 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with Minn. Stat. § 471.38.

Legal References:
Minn. Stat. § 118A.01 (Public Funds; Depositories and Investments)
Minn. Stat. § 118A.02 (Authorization for Deposit and Investment)
Minn. Stat. § 118A.03 (Depositories and Collateral)
Minn. Stat. § 118A.04 (Investments)
Minn. Stat. § 118A.05 (Contracts and Agreements)
Minn. Stat. § 118A.06 (Delivery and Safekeeping)
Minn. Stat. § 356A.06, Subd. 7 (Authorized Investment Securities)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

Cross References:
MSBA/MASA Model Policy 703 (Annual Audit)
MSBA Service Manual, Chapter 7, Education Funding
Minnesota Legal Compliance Audit Guide Prepared by the Office of the State Auditor

706 ACCEPTANCE OF GIFTS

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to provide guidelines for the acceptance of gifts by the school board.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to accept gifts only in compliance with state law.

III. ACCEPTANCE OF GIFTS GENERALLY

The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

The school board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

[Note: This voting requirement and gift use provision is specified by Minn. Stat. § 465.03.]

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the school board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the school board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

Legal References: Minn. Stat. § 123B.02, Subd. 6 (Bequests, Donations, Gifts)
Minn. Stat. § 465.03 (Gifts)

Cross References:

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. Statutory references are included throughout the policy. A school district may choose to add obligations to the model policy.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.

B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. (Minn. Stat. § 125A.02)

B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, school day care

facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)

C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. (42 U.S.C. § 11434a)

D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, *et seq.*). (Minn. Stat. §123B.41, Subd. 9)

E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)

F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)

G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))

H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. §

120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)

I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11)

IV. ELIGIBILITY

A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian. (Minn. Stat. § 123B.88, Subd. 1)

B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

[Note: In this section, school districts may wish to outline those discretionary areas where they intend to provide transportation. For example, some school districts may provide that transportation shall be provided for all resident elementary students who reside one mile or more from the school.]

C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)

D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)

B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)

C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))

D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)

B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)

C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. § 124D.041)

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

A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minn. Stat. § 123B.92, Subd. 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. (Minn. Stat. § 123B.88, Subd. 1)

B. Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)

C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)

D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)

E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders

otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))

F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))

G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)

H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))

B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:

1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district. (42 U.S.C. § 11432(g)(1)(J)(iii)(I))

2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in

which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f))

4. A homeless nonresident student enrolled under Minn. Stat. § 124D.08, Subd. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. (Minn. Stat. § 123B.92, Subd. 3(c)).

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21)

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1)

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

XII. FEES

A. In its discretion, the school district may charge fees for transportation of students

to and from extracurricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10))

B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05. (Minn. Stat. § 123B.36, Subds. 1(11) and 6)

C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat. § 123B.36, Subd. 1(13))

D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)

Legal References:
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.02 (Children With a Disability, Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)

Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132 *et seq.* (Americans With Disabilities Act)

Cross References: MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)
MSBA Service Manual, Chapter 2, Transportation

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. Statutory references are included throughout the policy. A school district may choose to add obligations to the model policy.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. ELIGIBILITY

A. The school district shall provide equal transportation within the school district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minn. Stat. § 123B.88 and § 123B.92 when applicable. (Minn. Stat. § 123B.86, Subd. 1)

B. Upon the request of a parent or guardian, the school district shall provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation shall be provided whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. (Minn. Stat. § 123B.86, Subd. 2(a))

C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such

transportation provided outside the school district boundaries. (Minn. Stat. § 123B.86, Subd. 2(b))

D. The school district shall provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school. (Minn. Stat. § 123B.44, Subd. 1)

E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. (Minn. Stat. § 123B.86, Subd. 3; Minn. Stat. § 123B.91, Subd. 1a)

F. Additional transportation to and from a nonpublic school may be provided at the expense of the school district where such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

A. If a resident student with a disability attends a nonpublic school located within the school district, the school district shall provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law. (Minn. Stat. § 125A.18)

B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600, Subd. 1)

C. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)

D. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students *[Model Policy 707]* shall apply to the transportation of nonpublic school students except as specifically provided herein.

Legal References:
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.91, Subd. 1a (Compliance by Nonpublic and Charter School Students)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

Cross References:
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA Service Manual, Chapter 2, Transportation

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 710
Orig. 1995
Rev. 2012

710 EXTRACURRICULAR TRANSPORTATION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

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

IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

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

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

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

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

[Note: This policy provides that employees may use a personal vehicle to transport students in an emergency or other unforeseeable circumstance. An "emergency or other unforeseeable circumstance" does not include situations where regular transportation is available or scheduled.

For example, if a scheduled extracurricular event occurs outside of the school district and the school district transports a team or group of students to and from the event, an employee would be prohibited by law from using a personal vehicle to transport some students to the event. In contrast, if a student attending this same event became ill or injured and required immediate transportation home or to a health care facility, the exigent need to transport one student would not constitute regular or scheduled transportation. An employee would have authority to transport the student in a personal vehicle under these circumstances, if using a vehicle that is properly registered and insured. The expectation of the school district is that the employee would immediately contact administration about these circumstances to ensure oversight of the employee's use of this exception.

Nonregular and nonscheduled transportation also would include situations where some notice may be provided of the need for transportation to a nonscheduled event for which transportation generally is not provided by the school district. For example, a group of students may participate in a scheduled debate competition for which regular school district transportation is provided. Two students advance to a regional competition the following day. Transportation would not have been scheduled to the regional competition as the students' advancement was not predicted. These circumstances may justify an employee's use of a personal vehicle to transport the two students to the regional competition, if the vehicle is properly registered and insured. Because the employee has sufficient time to contact an administrator, advance written permission by an administrator would be expected for the purpose of overseeing that the reasons for an employee using a personal vehicle comply with the requirements of the law.]

V. FEES

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

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)

Cross References: MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA Service Manual, Chapter 2, Transportation

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 711
Orig. 1995
Rev. 2012

711 VIDEO RECORDING ON SCHOOL BUSES

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. Placement

1. Each and every school bus owned, leased, contracted, and/or operated by the school district shall be equipped with a fully enclosed box for placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded.

2. A video camera will not necessarily be installed in each and every school bus owned, leased, contracted, and/or operated by the school district, but cameras may be rotated from bus to bus without prior notice to students.

3. Video cameras will be placed on a particular school bus, to the extent possible, where the school district has received complaints of inappropriate behavior.

B. Use of Video Recordings

1. A video recording of the actions of student passengers and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct on the bus.

2. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g and the rules and/or regulations promulgated thereunder.

3. Video recordings will be viewed by school district personnel on a random basis and/or when discipline problems on the bus have been brought to the attention of the school district.

4. A video recording will be retained by the school district until relooped or until the conclusion of disciplinary proceedings in which the video recording is used for evidence.

[Note: School districts should review their record retention policies/schedules as to the stated retention period for school bus video recordings. The retention time period in the retention schedule should be consistent with the retention time period set forth in this policy. The January 2000 School District General Records Retention Schedule, adopted by many school districts, provides that building security/transportation video recordings are to be retained until relooped.]

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

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASAModel Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)
MSBA Service Manual, Chapter 2, Transportation

712 VIDEO SURVEILLANCE OTHER THAN ON BUSES

[See Model Policy 711 for Video Recording on School Buses]

I. PURPOSE

Maintaining the health, welfare, and safety of students, staff, and visitors while on school district property and the protection of school district property are important functions of the school district. The behavior of individuals who come on to school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school district property. The school board recognizes the value of video/electronic surveillance systems in monitoring activity on school property in furtherance of protecting the health, welfare, and safety of students, staff, visitors, and school district property.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. School district buildings and grounds may be equipped with video cameras.

2. Video surveillance may occur in any school district building or on any school district property.

3. Video surveillance will normally not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms. Video surveillance in bathrooms or locker rooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

B. Use of Video Recordings

1. Video recordings will be viewed by school district personnel on a random basis and/or when problems have been brought to the attention of the school district.

2. A video recording of the actions of students and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct in school district buildings or on school grounds.

3. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family

Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and the rules and/or regulations promulgated thereunder.

C. Security and Maintenance

1. The school district shall establish appropriate security safeguards to ensure that video recordings are maintained and stored in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and the rules and/or regulations promulgated thereunder.

2. The school district shall ensure that video recordings are retained in accordance with the school district's records retention schedule.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.585 (Notice of Recording Device)
Minn. Stat. § 138.17 (Government Records; Administration)
Minn. Stat. § 609.746 (Interference with Privacy)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA Service Manual, Chapter 2, Transportation

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 713
Orig. 2004
Rev. 2019

713 STUDENT ACTIVITY ACCOUNTING

I. PURPOSE

The school board recognizes the need to provide alternative paths to learning, skill development for its students, and activities for student enjoyment. It also understands its commitment to and obligation for assuring maximum accountability for public funds and student activity funds. For these reasons, the school board will assume control over and/or oversee funds for student activities as set forth in this policy.

II. GENERAL STATEMENT OF POLICY

A. Curricular and Cocurricular Activities

The school board shall take charge of, control over, and account for all student activity funds that relate to curricular and cocurricular activities.

[Note: The school board is required by Minn. Stat. § 123B.49, Subd. 2, to take charge of and control over all cocurricular activities, including all money received for such activities.]

B. Extracurricular Activities

The school board shall take charge of and control over all student activity accounting that relates to extracurricular activities.

[Note: The school board is required by Minn. Stat. § 123B.49, Subd. 4, to take charge of and control over all extracurricular activities, including all money received for such activities.]

C. Non-Student Activities

In overseeing student activity accounts under this policy, the school board shall not maintain or account for funds generated by non-students including, but not limited to, convenience funds of staff members, booster club funds, parent-teacher organization or association funds, or funds donated to the school district for specified purposes other than student activities.

III. DEFINITIONS

A. Cocurricular Activity

A "cocurricular activity" means those portions of the school-sponsored and directed activities designed to provide opportunities for students to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills (i.e., interscholastic sports, band, etc.). Cocurricular activities are not offered for school credit, cannot be counted toward graduation, and have *one or more* of the following characteristics:

1. They are conducted at regular and uniform times during school hours, or at times established by school authorities;

2. They are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and

3. They are partially, primarily, or totally funded by public moneys for general instructional purposes under direction and control of the school board.

B. Curricular Activity

A "curricular activity" means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

C. Extracurricular (Noncurricular/Supplementary) Activity

An "extracurricular (noncurricular/supplementary) activity" means all direct and personal services for students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Extracurricular activities have *all* of the following characteristics:

1. They are not offered for school credit nor required for graduation;

2. They generally are conducted outside school hours or, if partly during school hours, at times agreed by the participants and approved by school authorities;

3. The content of the activities is determined primarily by the student participants under the guidance of a staff member or other adult.

D. Public Purpose Expenditure

A "public purpose expenditure" is one which benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of private interest.

IV. MANAGEMENT AND CONTROL OF ACTIVITY FUNDS

A. Curricular and Cocurricular Activities

1. All money received on account of cocurricular activities shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.

2. The treasurer shall account for all revenues and expenditures related to curricular and cocurricular activities in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS) and school district policies and procedures.

B. Extracurricular Activities

1. Any and all costs of extracurricular activities may be provided from school revenues.

2. All money received or expended for extracurricular activities shall be recorded in the same manner as other revenues and expenditures of the school district and shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.

3. The treasurer shall account for all revenues and expenditures related to extracurricular activities in accordance with UFARS and school district policies and procedures.

4. All student activity funds will be collected and expended:

   a. in compliance with school district policies and procedures;

   b. under the general direction of the principal and with the participation of students and faculty members who are responsible for generating the revenue;

   c. in a manner which does not produce a deficit or an unreasonably large accumulation of money to a particular student activity fund;

   d. for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and

   e. in a manner which meets a public purpose.

5. Activity accounts of a graduated class will be terminated prior to the start of the school year following graduation. Any residual money from a graduating class activity fund will remain in the general fund and may be used for any school district purpose. Prior to depositing such accounts, all donations or gifts accepted for the specific purpose of the student activity

account shall be administered in accordance with the terms of the gift or donation and school district policy.

V. DEMONSTRATION OF ACCOUNTABILITY

A. Annual External Audit

The school board shall direct its independent certified public accountants to audit, examine, and report upon student activity accounts as part of its annual school district audit in accordance with state law.

B. Fundraiser Report

The administration will prepare a fundraising report semi-annually which will be reviewed by the school board in May and November. The report will list the activity, type of fundraisers, timing, purpose, and results.

[Note: The school board should conduct periodic reviews of student fundraising. The manner in which such reviews are conducted is in the discretion of the school board.]

Legal References:
Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.15, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.35 (General Policy)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.38 (Hearing)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)
Minn. Rules Part 3500.1050 (Definitions for Pupil Fees)
Visina v. Freeman, 252 Minn. 177, 89 N.W.2d 635 (1958)
Minn. Op. Atty. Gen. 159a-16 (May 10, 1966)

Cross References:
Uniform Financial Accounting and Reporting Standards (UFARS)
MSBA/MASA Model Policy 510 (School Activities)
MSBA/MASA Model Policy 511 (Student Fundraising)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 706 (Acceptance of Gifts)

Adopted: _____

Revised:_____

MSBA/MASA Model Policy 714
Orig. 2011

714 FUND BALANCES

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.

E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

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

V. MINIMUM FUND BALANCE

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

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

VI. ORDER OF RESOURCE USE

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

[Note: The school board determines this order.]

VII. COMMITTING FUND BALANCE

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

VIII. ASSIGNING FUND BALANCE

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

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

IX. STABILIZATION ARRANGEMENTS

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

X. REVIEW

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

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

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

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

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 720
Orig. 1996
Rev. 2019

720 VENDING MACHINES

I. PURPOSE

The purpose of this policy is to establish procedures to govern vending machines installed in school facilities in the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to contract for, supervise, maintain, and account for the proceeds from vending machines located in school facilities in a manner that is fair, that maximizes the revenues from those machines, that allows those revenues to be included in the budget of the facility in which they are generated, and that establishes controls to avoid fraud, theft, or the appearance of impropriety.

III. AUTHORIZATION

Automatic vending machines for the dispensing of food, beverages, or other approved items are authorized in any school facility in the school district provided that all contracts for such vending machines must be approved by the school board as provided in this policy.

[Note: This provision can be narrowed to apply only to specific facilities.]

IV. SUPERVISION; APPROVAL; LOCATION

A. All vending machines shall be under the supervision of the school principal or other person in charge of the facility in which the machine is located. That administrator shall be responsible to supervise the machine in compliance with this policy and any applicable laws.

B. The items to be dispensed from a vending machine located in a school facility shall be approved by the principal or other person in charge of that facility. All food, beverages, or other items approved shall be appropriate to the school setting. Machines dispensing cigarettes or tobacco products are not authorized under any circumstances. In the event a written complaint is filed with the superintendent regarding the approval or disapproval of any item, the school board, after proper review, shall make the final determination.

C. Vending machines may be approved that will dispense items only during certain hours, through the use of timers or otherwise. Vending machines should not be operated in competition with the school cafeteria or food service. The principal or

other person in charge of the school facility may regulate the hours of operation of any machine.

D. Vending machines shall be located to meet any applicable building, fire, or life/safety codes and to provide convenience of operation, accessibility, and ease of maintenance. The principal or other person in charge of the facility shall review the location of each machine with appropriate maintenance and food service staff.

V. CONTRACT APPROVAL

A. All contracts for the purchase or rental of vending machines shall be considered by the school board on a facility-by-facility basis.

[Note: These provisions may need to be amended if the school board determines to contract for vending machine services on an exclusive and district-wide basis.]

B. If the estimated aggregate receipts from all vending machines located in a school facility will be $10,000 or more in a fiscal year, the contract for any vending machine in that facility must be awarded after the receipt of sealed bids and compliance with Minn. Stat. § 123B.52.

[Note: This dollar figure is lower than the $175,000 statutory requirement for sealed bids but is recommended to protect the interests of the public.]

C. If the estimated aggregate receipts from all vending machines located in a school facility will be less than $10,000 in a fiscal year, the contract for any vending machine in that facility may be awarded after the receipt of two or more quotations after taking into consideration conformity with the specifications, terms of delivery, other conditions imposed in the call for quotations, and compliance with Minn. Stat. § 123B.52.

[Note: This dollar figure is lower than the $25,000 statutory requirement for quotations but is recommended to protect the interests of the public.]

D. The contracting process shall be conducted in compliance with Minn. Stat. § 123B.52. A copy of this policy shall be included in any specifications or request for proposals or quotations. A record shall be kept of all bids or quotations received with the names, amounts, and successful bidder indicated. All bids and quotations shall be kept on file as a public record for a period of at least one year after their receipt.

E. Any bid or quotation must specify all commissions to be paid from the machine and any other noncommission amounts to be paid as a result of the award of the contract. The noncommission amounts include, but are not limited to, cash payments, in-kind payments, equipment donations, scholarship contributions, bonus payments, or other payments or contributions of any kind or nature. The

noncommission amounts shall be reduced to a cash equivalency and shall be specified on the bid or quotation as an additional amount to be paid for the award of the contract.

F. If a contract contains a provision allowing exclusivity, such as all machines in the building carrying only a certain manufacturer's brand of pop, that provision must be reviewed by the administration prior to requesting bids or quotations to ensure that it does not conflict with other contracts of the school district.

G. All contracts for vending machines must be approved by the school board. Any contract not made in compliance with this policy shall be void. Any district employee signing an unauthorized contract may be subject to personal liability thereon and may be disciplined for said action.

H. All vending machines are to be installed at the expense of the facility in which located. All financial responsibility for the maintenance and repair of machines shall remain with the individual facility in which located to the extent not addressed in the contract.

I. No teacher, administrator, school district employee, or school board member shall be interested, directly or indirectly, in a vending machine contract with the school district or personally benefit financially therefrom.

VI. ACCOUNTING

A. Proceeds from vending machine sales and contracts shall be under the control of the school board, shall be accounted for in one of the regular school district funds, and must be accounted for and reported in compliance with UFARS.

B. An amount equal to the amount of the proceeds from the machines in each facility shall be included in the budget of the facility in which the proceeds are generated. That amount may be expended in accordance with established expenditure procedures.

C. Pursuant to the vending machine contract or otherwise, proper auditing and inventory control procedures shall be established to ensure that commissions are being correctly calculated and paid. These controls must include daily, weekly, or other periodic inventories and written reconciliations of variances between inventory and cash. Each time cash is removed from, or inventory is added to a machine, a written reconciliation between cash and inventory must be performed by the person taking the cash from the machine and must be signed by the principal or other person in charge of the facility. The original written reconciliation reports shall be filed with the business office monthly and a copy shall be retained by the principal's office.

Legal References: Minn. Stat. § 123B.20 (Dealing in Supplies)
Minn. Stat. § 123B.52 (Contracts)

Minn. Stat. § 471.345 (Contracts)
Minn. Stat. § 471.87 (Conflict of Interest)

Cross References: MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 702 (Accounting)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 801
Orig. 1995
Rev. 2006

801 EQUAL ACCESS TO SCHOOL FACILITIES

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during noninstructional time.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

B. The school board has created a limited open forum for students enrolled in secondary schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.

C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.

D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

E. In adopting and implementing this equal access policy, the school district will NOT:

1. influence the form or content of any prayer or other religious activity;

2. require any person to participate in prayer or other religious activity;

3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;

4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;

5. sanction meetings that are otherwise unlawful;

6. limit the rights of groups of students based on the size of the group;

7. abridge the constitutional rights of any person.

III. DEFINITIONS

A. "Limited open forum" means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.

B. "Secondary school" means any school with enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof.

C. "Sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.

D. "Meeting" includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.

E. "Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.

IV. FAIR OPPORTUNITY CRITERIA

Schools in this school district shall uniformly provide that:

A. A meeting held pursuant to this policy is voluntary and student-initiated;

B. There is no sponsorship of the meeting by the school or its agents or employees;

C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;

D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and

E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:

1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.

2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.

B. Student groups meeting under this policy must comply with the following rules:

1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.

2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.

3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.

C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.

D. The building principal has responsibility to:

1. Keep a log of application information.

2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.

3. Note the condition of the facilities and equipment before and after use.

4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.

5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.

E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.

F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.

G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.

H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Legal References: 20 U.S.C. §§ 4071-74 (Equal Access Act)
20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)
Board of Educ. of Westside Community Schools v. Mergens, 496 U.S. 226, 1105 S.Ct. 2356 (1990)
Good News Club v. Milford Central School, 533 U.S. 98, 1215 S.Ct. 2093 (2001)
Child Evangelism Fellowship of Minnesota v. Special Sch. Dist. 1, 690 F.3d 996 (8th Cir. 2012)
Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist. 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)
MSBA Service Manual, Chapter 13, School Law Bulletin "O" (Equal Access Act)

The Purpose, General Statement of Policy, Definitions, and Fair Opportunity Criteria sections reflect the language and requirements of the Equal Access Act and so should be adopted as written. School Boards have discretion to adopt reasonable procedures to implement the Act, however. We have provided a section on Procedures as a model.

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 802
Orig. 1995
Rev. 2019

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

A. "Contract" means an agreement entered into by the school district for the sale of supplies, materials, or equipment.

B. "Official newspaper" is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over $175,000

1. If the value of the equipment or materials is estimated to exceed $175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.

2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.

3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.

5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.

6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From $25,000 to $175,000

If the amount of the sale is estimated to exceed $25,000 but not to exceed $175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts $25,000 or Less

If the amount of the sale is estimated to be $25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:

    a. another school district;

    b. the state department of corrections;

c. the board of trustees of Minnesota State Colleges and Universities;

d. the family of a student residing in the district whose total family income meets the federal definition of poverty; or

e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.

2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise from Governmental Agencies; Exceptions; Penalty)
Minn. Stat. § 123B.29 (Sale of School Building at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin "F" (School District Contract and Bidding Procedures)

805 WASTE REDUCTION AND RECYCLING

[Note: The obligations stated in this policy are substantial and are virtually all governed by statute. Accordingly, you will see statutory references throughout the policy. Obviously a school district may choose to add obligations by policy.]

I. PURPOSE

The purpose of this policy is to establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property, and the establishment of a program of education to develop an awareness of environmentally sound waste management. (Minn. Stat. § 115A.15, Subd. 1)

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

III. DEFINITIONS

A. "Lamp recycling facility" means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps. (Minn. Stat. § 116.93, Subd. 1)

B. "Mixed municipal solid waste" means garbage, refuse, and other solid waste that is aggregated for collection but does not include auto hulks, street sweepings, ash, construction debris, mining waste, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters, and other materials collected, processed, and disposed of as separate waste streams. (Minn. Stat. § 115A.03, Subd. 21)

C. "Packaging" means a container and any appurtenant material that provide a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels. (Minn. Stat. § 115A.03, Subd. 22b)

D. "Postconsumer materials" means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item. (Minn. Stat. § 115A.03, Subd. 24b)

E. "Rechargeable battery" means a sealed nickel-cadmium battery, a sealed lead acid battery, or any other rechargeable battery, except certain dry cell batteries or a battery exempted by the Commissioner of the Pollution Control Agency (PCA) (Commissioner). (Minn. Stat. § 115A.9157)

F. "Recyclable commodities" means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources. (Minn. Stat. § 115A.15, Subd. 1a(a))

G. "Recyclable materials" means materials that are separated from mixed municipal solid waste for the purpose of recycling or composting, including paper, glass, plastics, metals, automobile oil, batteries, source-separated compostable materials, and sole source food waste streams that are managed through biodegradative processes. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material. (Minn. Stat. § 115A.03, Subd. 25a)

H. "Recycling" means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use. (Minn. Stat. § 115A.03, Subd. 25b)

I. "Resource conservation" means the reduction in the use of water, energy, and raw materials. (Minn. Stat. § 115A.03, Subd. 26a)

J. "Reusable commodities" means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition. (Minn. Stat. § 115A.15, Subd. 1a(b))

K. "Source-separated compostable materials" means materials that:

1. are separated at the source by waste generators for the purpose of preparing them for use as compost;

2. are collected separately from mixed municipal solid waste and are governed by state licensing provisions;

3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the Commissioner has determined that no other person is willing to accept the paper for recycling;

4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA's class I or class II, or equivalent, compost standards and where process rejects do not exceed 15 percent by weight of the total material delivered to the facility; and

5. may be delivered to a transfer station, mixed municipal solid waste

processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner determines that no other person is willing to accept the materials.

(Minn. Stat. § 115A.03, Subd. 32a)

L. "Waste reduction" or "source reduction" means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:

1. reusing the product in its original form;

2. increasing the life span of a product;

3. reducing material or the toxicity of material used in production or packaging; or

4. changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

(Minn. Stat. § 115A.03, Subd. 36b)

IV. WASTE DISPOSAL

A. The school district will attempt to decrease the amount of waste consumable materials by:

1. reduction of the consumption of consumable materials whenever practicable;

2. full utilization of materials prior to disposal;

3. minimization of the use of non-biodegradable products whenever practicable.

B. Each school district facility shall also collect at least three recyclable materials, such as, but not limited to, the following: paper, glass, plastic, and metal. (Minn. Stat. § 115A.151)

C. The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located. (Minn. Stat. § 115A.151)

D. Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the

waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school district will:

1. determine the potential liability to the school district and its taxpayers for managing waste in this manner;

2. develop and implement a plan for managing the potential liability; and

3. submit the information in (1) and (2) above to the PCA.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the county prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities. (Minn. Stat. § 115A.46, Subd. 5; Minn. Stat. § 115A.471; Minn. Stat. § 458D.07, Subd. 4)

E. The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:

1. solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;

2. the land unless approved by the PCA; or

3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:

   a. permitted to do so by the operator of the system and the PCA;

   b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and

   c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.

(Minn. Stat. § 115A.916)

F. The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in solid waste; or

2. in a wastewater disposal system.

(Minn. Stat. § 115A.932, Subd. 1(a))

G. The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in a solid waste processing facility; or

2. in a solid waste disposal facility.

(Minn. Stat. § 115A.932, Subd. 1(b))

H. The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under Minn. Stat. § 216B.241, Subds. 2 and 4. (Minn. Stat. § 115A.932, Subd. 1(c))

I. The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a nonremovable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed. (Minn. Stat. § 115A.915; Minn. Stat. § 115A.9155, Subd. 1; Minn. Stat. § 115A.9157, Subd. 2)

J. The school district may not place yard waste:

1. in mixed municipal solid waste;

2. in a disposal facility;

3. in a resource recovery facility, except for the purposes of reuse, composting, or cocomposting; or

4. in a plastic bag unless exempt as specified in Minn. Stat. § 115A.931(c), (d), or (e).

(Minn. Stat. § 115A.931)

K. The school district may not place a telephone directory:

1. in solid waste;

2. in a disposal facility; or

3. in a resource recovery facility, except a recycling facility.

(Minn. Stat. § 115A.951, Subd. 2)

L. The school district may not:

1. place major appliances in mixed municipal solid waste; or

2. dispose of major appliances in or on the land or in a solid waste processing or disposal facility.

(Minn. Stat. § 115A.9561)

M. The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube. (Minn. Stat. § 115A.9565)

N. The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries. (Minn. Stat. § 115A.961, Subd. 3)

V. PROCUREMENT OF RECYCLED COMMODITIES AND MATERIALS

A. When practicable and when the price of recycled materials does not exceed the price of nonrecycled materials by more than 10 percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district. (Minn. Stat. § 16C.073, Subd.3(a))

B. When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste. (Minn. Stat. § 16C.073, Subd. 3(b))

C. Whenever practicable, the school district will:

1. purchase uncoated copy paper, office paper, and printing paper unless the coated paper is made with at least 50 percent postconsumer material;

2. purchase recycled content copy paper with at least 30 percent postconsumer material by weight and purchase office and printing paper with at least 10 percent postconsumer material by weight;

3. purchase paper which has not been dyed with colors, excluding pastel colors;

4. purchase recycled content copy, office, and printing paper that is manufactured using little or no chlorine bleach or chlorine derivatives;

5. use reusable binding materials or staples and bind documents by methods that do not use glue;

6. use soy-based inks;

7. purchase printer or duplication cartridges that:

   a. have 10 percent post-consumer material; or

   b. are purchased as remanufactured; or

   c. are backed by a vendor-offered program that will take back the printer cartridges after their useful life, ensure that the cartridges are recycled, and comply with the definition of recycling in Minn. Stat. § 115A.03, Subd. 25b;

8. produce reports, publications, and periodicals that are readily recyclable;

9. purchase paper which has been made on a paper machine located in Minnesota; and

10. print documents on both sides of the paper where commonly accepted publishing practices allow.

(Minn. Stat. § 16C.073, Subd. 2)

D. The school district may not use a specified product included on the prohibited products list published in the State Register. (Minn. Stat. § 115A.9651)

E. In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains postconsumer material. (Minn. Stat. § 16C.073, Subd. 3(b))

F. When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling

company in their bids. (Minn. Stat. § 16C.073, Subd. 3(b))

VI. OTHER

The policy of the school district is to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional, and state levels.

Legal References:
Minn. Stat. § 16C.073 (Purchase and Use of Paper Stock; Printing)
Minn. Stat. § 115A.03 (Definitions)
Minn. Stat. § 115A.15 (State Government Resource Recovery)
Minn. Stat. § 115A.151 (State and Local Facilities)
Minn. Stat. § 115A.46 (Requirements)
Minn. Stat. § 115A.471 (Public Entities; Management of Solid Waste)
Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited)
Minn. Stat. § 115A.9155 (Disposal of Certain Dry Cell Batteries)
Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)
Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)
Minn. Stat. § 115A.931 (Yard Waste Prohibition)
Minn. Stat. § 115A.932 (Mercury Prohibition)
Minn. Stat. § 115A.951 (Telephone Directories)
Minn. Stat. § 115A.9561 (Major Appliances)
Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)
Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)
Minn. Stat. § 115A.9651 (Listed Metals in Specified Products, Enforcement)
Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)
Minn. Stat. § 216B.241, Subds. 2 and 4 (Energy Conservation Improvement)
Minn. Stat. § 458D.07 (Sewage Collection and Disposal)
National Solid Waste Management Ass'n v. Williams, et al., 966 F.Supp. 844 (D. Minn. 1997)

Cross References:

807 HEALTH AND SAFETY POLICY

[Note: To receive health and safety revenue for any fiscal year, school districts must submit an application to the Commissioner of Education, along with a health and safety budget adopted and confirmed by the school board as being consistent with the school district's health and safety policy. This policy has been approved by the Minnesota Department of Education.

The subdivisions of Minn. Stat. § 123B.57 that relate to a school district's ability to apply for health and safety revenue have been repealed effective fiscal year 2017. The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.

B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating

accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minn. Stat. § 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minn. Stat § 182.676.

III. PROCEDURES

A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.

B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.

C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:

1. Asbestos
2. Fire and Life Safety
3. Employee Right to Know
4. Emergency Action Planning
5. Combustible and Hazardous Materials Storage
6. Indoor Air Quality
7. Mechanical Ventilation
8. Mold Cleanup and Abatement
9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
10. Infectious Waste/Bloodborne Pathogens

11. Community Right to Know
12. Compressed Gas Safety
13. Confined Space Standard
14. Electrical Safety
15. First Aid/CPR/AED
16. Food Safety Inspection
17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
35. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.

C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.

D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.

E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.

F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References: Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)
Minn. Stat. § 123B.57 (Capital Expenditure; Health and Safety)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Applicability)
Minn. Rules Part 5208.0070 (Alternative Forms of Committee)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 901
Orig. 1995
Rev. 1999

901 COMMUNITY EDUCATION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. Maximum use should be made of public school facilities within the school district service area.

B. Educational needs and interest of area residents should be determined periodically.

C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.

D. Area residents should be encouraged to actively participate in program opportunities.

III. COMMUNITY EDUCATION ADVISORY COUNCIL

A. The council shall assist in promoting the goals and objectives of the program.

B. The membership of the community education advisory will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.

C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary

and appropriate.

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

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

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

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 902
Orig. 1995
Rev. 2012

902 USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. SCHEDULED COMMUNITY EDUCATION CLASSES AND ACTIVITIES

A. The school district administration shall be charged with the process of scheduling rooms and special areas for community education classes and activities planned to be offered during each session.

B. Procedures for providing publicity, registration, and collection of fees shall be the responsibility of the school district administration.

C. Registration fees may be structured to include a pro-rata portion of costs for custodial services that may be needed.

IV. GENERAL COMMUNITY USE OF SCHOOL FACILITIES

A. The school board may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.

B. Requests for use of school facilities by community groups or individuals shall be made through the school district administrative office. The administration will present recommended procedures for the processing and review of requests to the school board. Upon approval by the school board, such procedures shall be an addendum to this policy.

C. The school board may require a rental fee for the use of school facilities. Such fee may include the cost of custodial and supervisory service if deemed necessary. It may also require a deposit or surety bond for the proper use and repair of damage to school facilities. A rental fee schedule, deposit or surety bond schedule, and payment procedure shall be presented for review and approval by

the school board.

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

V. USE OF SCHOOL EQUIPMENT

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

VI. RULES FOR USE OF FACILITIES AND EQUIPMENT

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

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

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

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 904
Orig. 1995
Rev. 2002

904 DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NONSCHOOL PERSONS

I. PURPOSE

The purpose of this policy is to provide for distribution of materials appropriate to the school setting by nonstaff and nonstudents on school district property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting within the limitations and provisions of this policy.

B. To provide for orderly and nondisruptive distribution of materials, the school board adopts the following regulations and procedures.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.

B. "Materials" includes all materials and objects intended by nonschool persons or nonschool organizations for distribution. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.

C. "Nonschool person" means any person who is not currently enrolled as a student in or employed by the school district.

D. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to

prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

E. "Minor" means any person under the age of eighteen (18).

F. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

G. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.

H. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him or her in the esteem of the community.

IV. GUIDELINES

A. Nonschool persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.

B. Requests for distribution of materials will be reviewed by the administration on a case-by-case basis. However, distribution of the following materials is always

prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Permission for nonschool persons to distribute materials on school district property is a privilege and not a right. In making decisions regarding permission for such distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested

by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

If permission is granted pursuant to this policy for the distribution of any materials, the time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any nonschool person wishing to distribute materials must first submit for approval a copy of the materials to the administration at least five days in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request.

2. Date(s) and time(s) of day of requested distribution.

3. If material is intended for students, the grade(s) of students to whom the distribution is intended.

4. The proposed method of distribution.

B. The administration will review the request and render a decision. The administration will assign a location and method of distribution and will inform the persons submitting the request whether nonschool persons may be present to distribute the materials. In the event that permission to distribute the materials is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

D. In the event that permission to distribute materials is denied, the nonschool person or organization may request reconsideration of the decision by the superintendent. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community.

VII. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be called.

VIII. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures

necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

[Note: School districts are encouraged to consider additional guidelines which reflect varied local practices relating to this subject matter including addressing the subject of consistency and uniformity for approving or disapproving practices under this policy.]

Legal References:
U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Doe v. South Iron R-1 School District, 498 F.3d 878 (8th Cir. 2007)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Cornelius v. NAACP Legal Defense and Educational Fund, Inc., 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)
Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied 565 U.S. 1036, 132 S.Ct. 592 (2011)

Cross References:
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)

905 ADVERTISING

[Note: School districts should carefully consider whether they wish to allow advertising in school district facilities or publications. Once advertisements are accepted, First Amendment Rights may limit the school district's ability to reject specific advertisements or to regulate the content of advertisements.]

I. PURPOSE

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.

II. GENERAL STATEMENT OF POLICY

The school district's policy is that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

III. ADVERTISING GUIDELINES

A. School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic, or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The faculty advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment.

B. The school board may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A. above will apply. Advertising will not be allowed outside the specific area approved by the school board. Specific advertising must be approved by the superintendent or designee. In no instance will an advertising device be erected or maintained within 100 feet of a school that is visible to and primarily intended to advertise and inform or to attract or which does attract the attention of operators and occupants of motor vehicles.

C. Donations which include or carry advertisements must be approved by the school

board.

D. The school district or a school may acknowledge a donation it has received from an organization by displaying a "donated by," "sponsored in part by," or a similar by-line with the organization's name and/or symbol on the item. Examples include activity programs or yearbooks.

E. Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the school board. Advertising will be limited to the specific event or purpose approved by the school board.

F. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.

G. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

IV. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS. A periodic report shall be made to the school board by the superintendent regarding the scope and amount of such revenues.

Legal References: Minn. Stat. § 123B.93 (Advertising on School Buses)
Minn. Stat. § 125B.022 (Contracts for Computers or Related Equipment or Service)
Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

Cross References: MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 702 (Accounting)

906 COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS

[Note: School board adoption of a policy regarding a predatory offender notification is discretionary. The Sex Offender Community Notification Act, Minn. Stat. § 244.052, imposes duties on law enforcement agencies but does not impose mandatory notification duties on school districts except as set forth in Paragraph IV.B.6., below.]

I. PURPOSE

The purpose of this policy is to assist school administrators and staff members in responding to a notification by a law enforcement agency that a convicted predatory offender is moving into the school district so that they may better protect individuals in the school's care while they are on or near the school district premises or under the control of the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide information to staff regarding known predatory offenders that are moving into the school district so that they may monitor school premises for the safety of the school, its students, and employees. Staff will be notified as appropriate and have access to Offender Fact Sheets.

B. The superintendent, in cooperation with appropriate school transportation officials, will evaluate bus routes and bus stops. Bus drivers will have access to Offender Fact Sheets. If necessary, bus stops may be moved if they place children in close proximity to a predatory offender who has been convicted of crimes against children of similar ages.

C. The superintendent, in conjunction with the building principal or designee, shall prepare or provide safety information for distribution to students regarding protecting themselves from abuse, abduction, or exploitation. The school district will prepare a list of available resources. Staff will provide safety information to students on how to protect themselves against abuse, abduction, or exploitation. School officials may ask their police liaison officer or local law enforcement officials for assistance in providing instruction to staff and students.

III. DEFINITIONS

A. The "Sex Offender Community Notification Act," Minn. Stat. § 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the

level of risk posed by the predatory offender.

B. "Risk Level Assessment" is the level of danger to the community as established by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification. (Minn. Stat. § 244.052, Subds. 2, 3)

C. "Risk Levels"

1. "Level I" – Risk Level I is assigned to a predatory offender whose risk assessment score indicates a low risk of reoffense.

2. "Level II" – Risk Level II is assigned to a predatory offender whose risk assessment score indicates a moderate risk of reoffense.

3. "Level III" – Risk Level III is assigned to a predatory offender whose risk assessment score indicates a high risk of reoffense.

(Minn. Stat. § 244.052, Subd. 3(e))

D. "Notification or Disclosure by Law Enforcement Agency"

1. Risk Level I – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.

2. Risk Level II – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.

3. Risk Level III – In most cases, the local law enforcement agencies will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.

(Minn. Stat. § 244.052, Subd. 4)

E. "Offender Fact Sheet" is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender's residence.

1. A local law enforcement agency will generally provide Offender Fact

Sheets for Level II predatory offenders directly to the school district.

2. Level III Offender Fact Sheets will be distributed at a community meeting conducted by the local law enforcement agency.

F. "Law enforcement agency" means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release. (Minn. Stat. § 244.052, Subd. 1(3))

G. "Criminal history conviction data" is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA). (Minn. Stat. § 13.87)

IV. PROCEDURES

A. Level II Notification

In keeping with the statutorily designated purpose that Offender Fact Sheets are to be used by staff members to secure the school and protect individuals in the school district's care while they are on or near the school district's premises or under the control of the school district, the school district will take the following steps:

1. The superintendent shall notify the law enforcement agencies within the school district that all appropriate Level II and Level III notifications are to be provided at least to the superintendent of schools.

2. Upon notification of the release of a Level II predatory offender, the superintendent shall forward the Offender Fact Sheet to all building principals and central office administrators. This would include transportation, food service and buildings and grounds supervisors.

3. Principals of schools in close proximity to the Level II predatory offender's residence shall meet with staff and show the Offender Fact Sheet to persons within the buildings who supervise students or who would be in a position to observe if the Level II offender was in or around the school. This includes, but is not limited to, administrators, teachers, coaches, paraprofessionals, custodians, clerical and office workers, food service workers, volunteers, and transportation providers.

4. The school district shall request criminal history conviction data on the Level II predatory offender from its local law enforcement agency. On a case-by-case basis, the superintendent may determine whether to send a letter to parents with general information regarding release of the Level II offender and a copy of the criminal history conviction data that the school district obtained from its local law enforcement agency. The offender fact sheet contains data classified as private or not public under Minnesota law and may only be distributed to parents, students, or others outside the

school district if it determines the release is for the purpose of securing the schools and protecting individuals under the school district's care while they are on or near school premises.

5. The building administrator shall cause the Offender Fact Sheet to be posted in each building in an area accessible to staff and employees but not the general public unless a determination has been made that public posting will help secure the school or protect students.

6. The school district shall not distribute or provide access to Level II Offender Fact Sheets to parents, students, or others outside the school district unless a determination has been made that dissemination of the data will help secure the school or protect students.

[Note: The Department of Administration issued an opinion confirming that the Predatory Offender Fact Sheet contains private data or not public data. However, it is the department's opinion that a school district may release any information contained in the notification to anyone, including staff, students, parents, and guardians, if it determines that the release of data will help secure the school or protect students.]

B. Level III Notification

1. The superintendent shall notify the law enforcement agencies within the school district that all Level III notifications of community meetings are to be provided to the superintendent of schools.

2. When a Level III predatory offender is released into a community, generally the local law enforcement agency will notify the school district of the time and location of the community meeting at which the Level III Offender Fact Sheet will be distributed to the community.

3. When the school district receives this information, the superintendent shall determine on a case-by-case basis whether the school district will notify parents and students of the time, date, and location of the community meeting.

4. When notified of a Level III predatory offender community meeting the superintendent or another school district administrator designated by the superintendent shall attend the community notification meeting.

5. When the school district receives information that a Level III predatory offender is moving into the school district, in addition to following the procedures specified above, the school district shall follow the procedures outlined for a Level II notification.

6. If the predatory offender is participating in programs offered by the school

district that require or allow the person to interact with children other than the person's children, the superintendent shall notify parents of children in the school district of the contents of the Offender Fact Sheet.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 244.052 (Community Notification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 16901 *et seq.* (Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program)
Dept. of Admin. Advisory Op. No. 98-004

Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 907
Orig. 2005

907 REWARDS

[Note: A school board must formally adopt a policy authorizing rewards for information leading to the conviction of the person committing or conspiring to commit the specified crimes before a reward may be offered.]

I. PURPOSE

The purpose of this policy is to authorize the school board to offer rewards to persons who provide accurate and reliable information leading to the conviction of a person who has committed or conspired to commit a crime against students or school employees, volunteers, or school board members as a result of their affiliation with the school district, or against school district property.

II. GENERAL STATEMENT OF POLICY

The school board believes that, in certain circumstances, the offering of a reward may lead to the receipt of information that would solve or prevent a crime against students, school employees, volunteers, school board members, or school district property. The school board also believes that the fact that the school board may offer a reward may have a deterrent effect on the commission of such crimes.

III. APPROVAL OF OFFERING OF REWARDS

The school board shall approve the offering of any rewards by the school district. The approval shall specify the amount of the reward and the crime to which it is applicable. The approval may relate to a specific incident or to a continuing category of crime, i.e., assault of a teacher, damage to school property, etc.

IV. ESTABLISHMENT OF PROCEDURES

The superintendent shall develop directives and procedures to address the timing and method of payment of any reward earned by an information provider. The information provided must have led to the conviction of the person who committed or conspired to commit the crime for which the reward was offered.

Legal References: Minn. Stat. § 123B.02, Subd. 22 (Reward)

Cross References: